



ST JAMES
Senior Girls' School

PSHEE (Personal, Social, Health and Economic Education) and SMSC (Spiritual, Moral, Social and Cultural) Policy

St James Senior Girls' School

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1. Aims & Delivery

This policy has regard to statutory guidance such as Keeping Children Safe in Education (latest version), Working Together to Safeguard Children (March 2015), the Prevent Duty Guidance for England and Wales (2015) and primary legislation such as the Equality Act 2010.

This policy also has regard to Departmental advice such as: PSHEE Education (2013), Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils (2014), Information sharing (July 2018), What to do if you are worried a child is being abused (2015) – Advice for practitioners, Protecting children from radicalisation: the Prevent Duty (July 2015), The use of social media for online radicalisation (July 2015) and national online safety guidance,

The PSHEE programme which encompasses SMSC, Citizenship and the promotion of Fundamental British Values is wide and varied. It recognises that a pupil's physical and emotional wellbeing is crucial in helping them to enjoy their education and to enable their progression to work or further learning. The aims are:

1. To provide knowledge that promotes an understanding of how to live well and confidently, and how to lead a healthy and happy life, both physically and mentally.
2. To develop the individual's capacity to assume responsibility for herself and the society in which she lives.
3. To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
4. To enable pupils to develop their self-knowledge, self-esteem and self-confidence.
5. To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
6. To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of our school and to society more widely.
7. To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
8. To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
9. To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
10. To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which law is made and applied in England.

At St James Senior Girls' School spiritual education is considered of paramount importance. A respect for all religious faiths, beliefs, cultural traditions and humanism is actively fostered through assemblies which draw on a variety of sources from Eastern and Western spiritual, cultural and humanistic traditions. There are also philosophy lessons for all classes, Religious Studies for most pupils in Years 7-9 and meditation and mindfulness is offered to all (and practised by a number of pupils). Outside speakers are regularly invited to speak on many subjects in order to broaden the pupils' horizons. The School also actively promotes Fundamental British Values both within the curriculum and via outside speakers. Within the School, trust, love, respect and tolerance are considered to be fundamental values, particularly towards those with protected characteristics. Indeed, we encourage pupils to respect other people, even if they choose to follow a lifestyle that is different from their own. (See also the Curriculum Policy).

Delivering PSHEE at St James

The PSHEE lessons at St James Senior Girls' School provide an opportunity for pupils to engage in a range of skills, such as debate and role-play. The stimuli are drawn from newspaper articles, world history, world religion, art, music, films, plays, poems and readings of spiritual value. Documentaries and any current or relevant statistics which are specifically related to a topic are also used in lessons. Activities within the PSHEE programme are tailored to suit each year group in order to stimulate real interest, questions and empathy for others. Years 10-13 are timetabled for a 'Wider Perspectives' programme once a fortnight, in which they receive lectures from visiting speakers or structured lessons drawn from any of the areas above. Seminars are also provided to our parent body on a number of issues relating to the PSHEE programme.

Teachers of PSHEE are encouraged to deliver lessons in an inventive, creative and stimulating way in order to enthuse the pupils and encourage the development of their understanding and skills.

PSHEE Programme

The topics covered within the PSHEE programme are reviewed annually in response to the needs of the girls. We acknowledge the need for flexibility in the subjects covered, which may include some of the following:

Health and Relationships

Alcohol; body image; drugs; mental health; nutrition; puberty and personal hygiene; personal health and safety; self-esteem and strengths and smoking.

Living in the Wider World

Citizenship; careers; racial and sexual ethnicity and diversity; tolerance; careers and economic education.

Relationship and Sex Education

Bullying (including via the use of the internet and/or mobile devices); LGBTQ+; the risks and benefits of social media; managing anger; self-esteem; sex education (aspects of which are also covered in the Years 8-10 philosophy course) and pregnancy. Healthy and unhealthy relationships which incorporates both friendships and bullying (including cyberbullying), as well as romantic and intimate relationships.

Timetabling of PSHEE Lessons

- Years 7-13 have form periods once a week or once a fortnight in which PSHEE is sometimes delivered.
- Years 8-9 have 1 x 50 minute lesson per fortnight per class for PSHEE.
- Years 10-13 have 2 x 50 minute lessons a fortnight under the programme of 'Wider Perspectives'. During these sessions they may also receive lectures from outside speakers, arranged by the Heads of PSHEE or their Head of Section.

Special Needs

Each teacher must identify the special educational needs (SEND) of their pupils using the current SEND/EAL whole school lists in conjunction with the SENDCo.

Differentiation

Differentiation in PSHEE is mainly conducted by outcome, given the discursive and varied nature of the subject.

Able, Gifted and Talented

Pupils are encouraged to present their own extension material by researching issues through poetry, extracts of films, photography, music and art. They are also encouraged to offer PowerPoint presentations thereby developing their communication skills and facility for debate of topics and issues. Community Service (see SMSC) also encourages pupils to become involved in activities outside the school curriculum and within the local community.

Health and Safety

Health and safety is an integral part of PSHEE and pupils are encouraged to consider ways in which they can help to create and keep a safe environment for all concerned. All visiting speakers are carefully vetted in accordance with our visiting speaker's policy.

Engagement with Parents & Pupils

There are regular opportunities for parents to attend Parental Seminars. Sometimes these are given by speakers who go on to deliver sessions to the girls in their PSHEE sessions. We also actively engage with our PCC group to identify the topics our parents want to hear more about so that we can respond accordingly.

Resources

Schemes of work and example lessons can be found in the sgPSHEE Team.

2. Philosophy Course

St James is not a denominational school but provides spiritual enrichment by drawing on the wisdom from our world traditions. The approach is therefore philosophical and we begin from the premise that every human being has, at its very essence, the same divine principle.

The aim of the course is:

- to develop depth of understanding of the spiritual, social, moral and cultural aspects of human existence and to apply that wisdom in everyday life;
- to learn how to employ intelligence and reason to subtle and complex matters;
- to learn how to live in harmony with others and grow in the ability and capacity to serve society at large;
- to give expression to the great human virtues through speech and action;
- to strengthen the ability to make wise choices in order to live well and be happy;
- to recognise the importance of a spirit of enquiry and the value of an open mind and an open heart.

Pupils are encouraged to enquire into the great questions of human existence and apply their intelligence to the deeper meanings of the teachings of some of our wisdom traditions in the light of their own experience. Emphasis is placed on applying this wisdom to the challenges of daily life and pupils are encouraged to share their findings with one another.

Our pupils come from a variety of spiritual traditions and none: this philosophical approach demonstrates how the wisdom at the heart of these traditions has the capacity to unite us all. There is no requirement for a pupil to adopt any particular doctrine or belief but she will be encouraged to live generously, honestly and with integrity.

Resources for study include: the Bible; the Dalai Lama; Mother Theresa; Lao Tzu; Shakespeare; Thich Nhat Hanh; Plato; Meister Eckhart.

There are cross-curricular links with the Citizenship programme, History, Religious Studies and the Personal, Social and Health Education (PSHEE) programme.

The Headmistress teaches philosophy to Year 7. Year 9 follow the .b mindfulness course and their lessons are taught by Mrs Anna Wille, an experienced mindfulness trainer and coach. Years 8, 10 and 11 are taught by the Deputy Head (Pastoral) and the Head of Sixth Form teaches Years 12 and 13. Lessons are on alternate weeks.

For full details please request the 'Philosophy Course Overview'.

Meditation and Stillness

We introduce our young people to practising stillness so that they can discover how to be inwardly free and deeply at ease within themselves. A short period of 5-10 minutes at the beginning and middle of every day is allocated to Quiet Time in which pupils may meditate, contemplate, silently pray or simply be still - according to their own spiritual inclinations. Pupils are invited to learn a specific method of mantra meditation; this is entirely voluntary. The method is introduced through the *School of Meditation*. It has no religious content or affiliation but is designed to provide transcendence from the ordinary agitations and involvements of daily life. Such opportunities for inner quietude allow girls to appreciate a strength and depth of being within themselves which is not subject to change.

Meditation tutorials are available to girls who opt to practise mantra meditation. Meditation Mentors are provided to support the pupils' practice and discovery of meditation through termly one to one meetings. Mentors may be friends of the school, parents, or former pupils. Meditation mentors also meet with the Meditation Co-ordinator in an annual meeting to discuss the deeper aspects of girls' welfare.

Before and after every lesson there is a pause of one or two minutes which offers an opportunity to let go of what has passed and be free to meet the next event with full attention. Quality of attention and power of concentration are essential to an effective and happy way of life. We encourage girls to appreciate the importance of the present moment.

School Motto and Rules of Conduct for Pupils

The School Motto encapsulates the essential elements that we consider to be conducive to a happy and fulfilled life:

*Speak the Truth
Live Generously
Aim for the Best.*

The School Rules for pupils (see Annual Information Booklet) are designed to support the School Motto and underline the great importance of consideration for the welfare of others. An

appreciation and respect for the proper place of authority is also placed at the heart of our Code of Conduct. All of this hinges on recognition that the individual has a responsibility to conduct herself in a manner which enhances harmony, justice and happiness for everyone.

Assemblies

Assemblies take place three times a week and readings are selected from a variety of traditions. Each assembly a pupil chooses a prayer and reads it to the whole school; occasionally, pupils write their own prayers. The Lord's Prayer is spoken by all, at each assembly. In addition, a hymn is usually sung by all present at least once a week. Pupils who play musical instruments are invited, in turn, to perform in front of the school once a week. Speakers from other faiths are invited from time to time. In the remaining assemblies, teachers, pupils and external speakers present topics of interest on a variety of subjects: spiritual, philosophical, historical or cultural.

School Chaplain and School services

Rev Dr Rob Marshall is the School Chaplain. He conducts the beginning and end of term services in the local church or Assembly Room as well as taking two assemblies per term. We hold a joint beginning of year service with the Prep and Boys' Schools at St Mary Abbots Church, Kensington.

3. Social Development

Anti-Bullying

(See also the Anti-Bullying Policy.)

During the academic year the Deputy Head (Pastoral) works alongside the Heads of Section and Form Teachers to ensure that a robust message is delivered concerning Anti-Bullying. The School adopts a number of approaches to this very serious issue and a variety of strategies are enforced throughout the academic year. The School remains vigilant and alert for the signs of bullying. At all times, the approach is to strengthen pupils' ability to respect and be tolerant of others. We also encourage students to be 'upstanders', taking action when they see unkind behaviour.

Parents are also invited to attend an annual talk regarding safe and proper use of the internet and mobile devices.

Community Service

At St James we aim to help meet the needs of the community: at School, in the local area, nationally and internationally. We seek not to impose our preconceptions of need, but to undertake whatever needs have arisen from the observations of the girls themselves. To this end, a Community Service Council has been formed, led by the Deputy Head Girl (Community Service) and inspired by the entire pupil community, as represented by form appointees. Thus, the awareness of every girl is extended beyond, and sometimes far beyond, her own individual world.

Throughout the year, girls of all ages enjoy contributing to a wide variety of projects (which, because the girls have thought of them themselves, are appropriate to their age). As they mature, pupils are encouraged to take responsibility for initiating, planning and promoting events, as well

as participating. In this way, pupils learn the vital ability to see a project through from beginning to end, assuming responsibility throughout.

The Community Action work has two aspects: fundraising for charity and actual service within the School and local community as well as further afield. Initiatives come from the pupils themselves, whether for service or fund-raising; one charity per year is chosen which will engage the whole school. In addition, a number of our Sixth Formers engage in a service project abroad during the summer holiday.

Service in the school may take two forms: as a class, whereby it proposes, plans and executes a project, and individually, whereby a girl will undertake community service in her own time. This aspect is duly rewarded: when any girl has done 25 hours of Community Service, she is awarded a Silver badge. When she has done 50 hours, she is awarded a Gold badge. From Year 9 onwards, girls engaged in the Duke of Edinburgh Award scheme need to do 12 hours Community Service to qualify for their Bronze Award.

The pupils work hard to raise funds in support of a variety of charities which have included: The Dusty Yak Foundation, the Gamru Village School, Hannah's Willberry Wonder Pony, St Mungo's, World Vision, UNICEF, the MicroLoan Foundation and the Motor Neurone Disease Association.

Examples of community service and fund-raising work done by St James girls are as follows:

- Carol-singing for charity fund-raising
- Organising a sleep easy where students 'sleep rough' for a night in the school courtyard
- Enabling elderly people to get out of their care homes once in a while by providing lunch and entertainment for them at School
- Holding regular themed 'mufti' days for which the school dresses in the manner of different cultures, or to support national events such as 'Red Nose Day' or 'Jeans for Genes'
- Supporting reading, teaching Latin and mentoring Year 6 girls in local state primary schools
- Carrying out litter-picking, weeding, planting and painting in the local park.

Cookery

We teach pupils to love good food in all its variety; to savour its textures, tastes and colours, its bountifulness and its balance. We also teach that cooking is a social activity that is shared with others.

Cooking is a practical business and our lessons reflect this. Pupils work in teams and learn not only to cook but also the art of effective and considerate teamwork. They must organize the time available to best effect; they must read the recipe intelligently and understand the information that it holds. They must also harness the wonderful enthusiasm they bring to each lesson and temper it with judgement and focus.

Trips and Visits

The School goes on many cultural visits. These are arranged by the various subject departments and are often cross-curricular. Some examples of our trips and visits are listed below:

- Year 7 trip to PGL, Isle of Wight
- Year 8 trip to the Opal Coast, France

- Year 9 trip to Pompeii or Greece
- Year 10 trip to Florence, Italy
- Year 11 trip to The Hague, Netherlands
- Year 12 trip to Auschwitz, Poland
- Trip to Berlin
- Trip to Iceland and its geological sites of interest
- Sports tour to New York and Boston, USA
- Wilderness trip to South Africa
- Various excursions with the Classics department to destinations such as the British Museum and Bath
- Visits by the Art department to art galleries
- History visits to Westminster Abbey, the Tower of London and a Citizenship visit in Year 11 to the Houses of Parliament
- Music visits to concerts
- Drama trips to a range of current productions
- Visits by the Religious Studies department to the Neasden Temple and a mosque
- Physics trip to Stonehenge

4. Citizenship

“A condition of liberty is eternal vigilance”

“Action without knowledge is futile; knowledge without action is useless”

Citizenship at St James seeks to help young people equip themselves for life in modern Britain, as part of a broader PSHEE ‘Living in the Wider World’ programme. Citizenship recognises the importance of upholding and promoting the Fundamental British Values (FBV) of freedom, democracy, the rule of law, respect and tolerance, alongside supporting wider SMSC provision in the School. We seek to promote and celebrate a culture of acceptance, respect and openness to people of differing ethnicities, religious traditions, social backgrounds, etc.

Citizenship seeks to educate pupils to become confident and constructive citizens, able to play a positive role in society. Understanding their responsibilities as part of the wider European and global community is also stressed. There is a particular emphasis on the pupil learning to become an ‘active citizen’, happy and able to play a generous role in the outside world. We therefore encourage our pupils to play a full part in the life of the School via Community Service as well as in their neighbourhoods and their wider communities; many of our students undertake voluntary service as part of The Duke of Edinburgh programme.

We believe that a free, democratic, orderly and tolerant society, which recognises diversity and respect for the individual, needs an educated and active citizenry – prepared to exercise its responsibilities, as well as enjoy its rights. We believe that such a free society is incompatible with apathy, indifference and ignorance.

Citizenship therefore seeks to offer an educational foundation for our students so that they:

- become aware of the wider political and social world around them so that they become better informed as to current affairs and basic political concepts
- recognise that we are all inter-dependent on each other: locally, nationally and internationally and that we should respect one other
- understand that we have rights, responsibilities, freedoms and duties as part of a wider social contract, that ensures both order and liberty

- acknowledge the importance of active participation in society and the need for service in a democratic society
- accept that people may have differing beliefs or points of view but that a democratic and free society is also a tolerant and respectful society.

Citizenship teaches students:

- about the relationship between the individual and wider society
- about basic democratic principles, institutions and practices
- about the political spectrum and differing political traditions
- how democratic freedoms have been achieved historically.

It also offers the opportunity to explore, debate and argue about contemporary political issues.

This is achieved through:

- A programme of six lessons per year for Years 8 and 9.
- Highlights include Year 8: Who am I? What are My Rights, Responsibilities and Duties? Build your own Utopia! Year 9: What is Democracy? How does Democracy Work? Year 10: How the political spectrum works, Year 11: You are the Chancellor! How Governments manage budgets. Sixth Form: Model UN Conference; Introduction to ‘Spiral Dynamics’
- We also have a weekly lunchtime Politics Club which provides a friendly and informal environment from which to discuss political and topical issues and ideas. It is open to all years.
- Lessons and workshops for Years 10-13 as part of the Friday ‘Wider Perspectives’ programme.
- Regular Assemblies and debates, as well as outside speakers, ensuring that pupils are offered a balanced presentation of opposing views.
- Model UN Conference - annual event held with St James Boys’ School for Sixth Formers. This offers an opportunity for pupils to put their knowledge into practice and to develop their problem-solving skills, as well as learning to work as a group, and researching topical issues.
- Regular weekly news bulletin in assembly (occasionally delivered by Sixth Formers) and use of current affairs board.
- Acknowledging key annual dates in the national calendar such as Armistice Day, Holocaust Memorial Day and International Women’s Day etc.
- Hosting Mock School Elections/referendums.
- Supporting EPQ students with relevant current affairs topics.

While there is no formal assessment in Citizenship, assignments, projects and extension ideas can be offered; students are encouraged to keep a record of their studies and reflect on their work as they progress. Model UN does require quite a high degree of preparation, organisation and research, and encourages the participants to involve themselves in contemporary issues at a deep level.

5. Health Education

Alcohol

Pupils are forbidden to bring alcoholic drinks into school or to consume them while at school, except under controlled circumstances. i.e. alcohol is served to the Sixth Form socially, in

moderation, under careful control and only when specific authorisation has been obtained from the Headmistress and Head of Sixth Form. In the event where a pupil is believed to have abused alcohol, the Headmistress will keep in close contact with parents.

Sessions for pupils will cover the following:

- Understanding a unit of alcohol in order to establish how much a person is drinking.
- Understanding the reasons why people choose to drink or not to drink alcohol and for students to make their own informed decisions around this at the appropriate time.
- Understanding the risks involved with binge drinking to your personal safety and the safety of others, and drink driving.
- Understanding the laws in relation to the consumption of alcohol.
- The harmful effects of the over indulgence of alcohol on health, fitness and wellbeing.
- The lethal effects of excessive alcohol consumption and a practical guide to alcohol management.
- Information on 'drink spiking' with date rape drugs.
- Sessions for Year 12 and Year 13 with PC Waite, Community Liaison Officer.

Drugs and Legal Highs

We seek to educate our pupils to understand that the use of illegal drugs is a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers. We seek to demonstrate that harmful drugs can seriously damage the structure of the family and society in which they live. Sessions are delivered by both external specialists and members of the PSHEE department.

The Drugs Programme will cover the following:

- an introduction to the nature of illegal drugs, their names, appearances and usage as well as the short term and long term physiological and psychological effects on the individual.
- the clandestine and criminal nature of the world of drugs.
- the effect of drug abuse on the stability of the family unit.
- the effect of drug abuse on the communities and society in which we live.
- the effect of drug abuse on the nation as a whole; the stress it imposes on those institutions upon which we depend for the good order and health of the nation; the enormous financial burden it causes.

Smoking

Smoking and vaping is a health and fire hazard and is forbidden at St James Senior Girls' School. We educate Years 8-13 about the risks of smoking and vaping through presentations and through direct teaching within the PSHEE programme as well as through the science curriculum.

Self-Esteem

Body image is addressed in the philosophy course delivered to Year 8 and above. Girls are encouraged to build positive self-esteem by coming to understand that media representation of the female form is unrealistic and often digitally produced. Lessons also explore the development of female body image through history and the real potential of a human being. This is complemented and further explored within the PSHEE program where we look at 'beauty' as a concept and the differences that males and females face with body images issues.

Relationships and Sex Education (see RSE policy)

The sex education programme deals with more than just the basics of sex. Whilst we cover the importance of consent, the risk of STIs, the promotion of condom use and the importance of making good choices when it comes to sexual relationships, our PSHEE programme, in tandem with our philosophy course, also covers more serious and significant issues such as the significance of love between two committed adults of any gender and the dignity of sex.

We aim to provide space and reflection for our pupils to think critically about the messages they receive from society and those which they send out. We want them to make informed and conscious choices in life, free from prejudice, but which demonstrate an understanding of 'how to live well' with full responsibility to themselves and others. Pupils are informed of the law relating to sexual consent. This aspect is also covered in the Years 8-10 philosophy course 'Living Well: Love, Relationships and Sex.'

The School Nurse is on site to provide age appropriate information and advice on sex and health education to all year groups, and we have an excellent external speaker who comes in to speak about contraception, STIs and the realities of sex, sexuality and sexual health to all year groups once a year.

6. Economic Education

Throughout our lives we are faced by increasingly complex financial decisions. Financial choices and decisions will have significant consequences for the future financial well-being of young people today. As stated in the All Party Parliamentary Group Report on Financial Education for Young People, 'we have a duty to equip our young people properly through education to make informed decisions...Financial education is a long term solution to the national problem of irresponsible borrowing and personal insolvency.'

The aim of the Economic Education course at St James is to make sure that the girls leave school with the confidence, skills and knowledge in financial matters to take part fully in society.

- In Year 8 the girls are introduced to the world of work through a series of lessons during which they explore the ideas of income and expenditure and how to prioritise spending and manage money, using resources from Barclays Life Skills.
- In Year 9 the girls learn about the role of banks and how to choose a bank account; they discover how to get value for money when purchasing a mobile phone and they engage in an 'Enterprise Day' which introduces them to the world of business.
- In Year 10, pupils learn about the importance of savings and the consequences of borrowing money and also what their consumer rights are; they are introduced to different methods of payment such as credit cards and the pitfalls of only paying the minimum; they engage with the 'You are the Chancellor!' game to explore how governments make difficult decisions on the raising and spending of tax revenue.
- In Year 11, pupils are introduced to some of the issues surrounding poverty in developing economies through the Trading Trainers game and discover how the economy functions and the link between taxes, national insurance and government spending. They look at issues with starting work such as minimum wage and employment rights and discover the importance of budgeting as a means of being in control of their finances.

- In Years 12-13 the students are informed about how to apply for Student Finance; how to manage their money and debt and are given guidance as to how to plan for their future independent living, supported by an external company, MyBnk.

7. Resources

The course has been developed in close consultation with the Personal Finance Education Group (PFEG). We have access to a comprehensive range of resources:

- <http://moneysense.rbs.co.uk>
- <http://www.moneymatterstome.co.uk>
- Learning Matters support from PFEG
- www.direct.gov.uk/studentfinance
- <http://www.taxmatters.hmrc.gov.uk/>

Signed by:	Hugh Venables Chair of Governors
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