



ST JAMES
Senior Girls' School

**Character Education: PSHE (Personal, Social,
Health and Economic education) and SMSC
(Spiritual, Moral, Social and Cultural) Policy**

St James Senior Girls' School

Reviewed by the Head of Character Education and Head of SMSC: September 2023
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Contents

1. Aims & Delivery	3
Timetabling of Lessons	4
PSHE Programme	5
Special Educational Needs and Disabilities	5
Engagement with Parents/carers	5
Resources	5
Assessment	6
2. Philosophy Course.....	6
Meditation and Stillness	6
School Motto and Rules of Conduct for Pupils	7
Assemblies	7
School Chaplain and School services.....	7
3. Social Development	7
Think and Thrive.....	7
Anti-Bullying (See also the Anti-Bullying Policy.)	8
Community Action.....	8
Trips and Visits	8
4. Citizenship.....	8

1. Aims & Delivery

- 1.1 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.
- 1.2 This policy also has regard to Departmental advice such as: PSHE 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,
- 1.3 The St James Senior Girls' School Character Education curriculum is largely taught in Personal Social Health and Economic (PSHE) education, Philosophy and Form lessons. Some aspects of PSHE such as reproduction and health are taught by the Biology and PE departments.
- 1.4 The Character Education programme aligns with the PSHE Association's 3 key strands:
 - 1.4.1 Health and Wellbeing
 - 1.4.2 Relationships and Sex Education (RSE)
 - 1.4.3 Living in the Wider World: Careers and Finance
- 1.5 It also encompasses Spiritual, Moral, Social and Cultural development (SMSC), Citizenship and the promotion of Fundamental British Values. 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.
- 1.6 The aims of the Character Education Programme are:
 - a) To provide knowledge that promotes an understanding of how to live well and confidently, and how to lead a healthy and happy life.
 - b) To develop our pupils' capacity to assume responsibility for themselves and the society in which they live.
 - c) 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.
 - d) To enable pupils to develop their self-knowledge, self-esteem and self-confidence.
 - e) To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

- f) 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.
- g) To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- h) 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.
- i) To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- j) 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.

1.7 The aims of the Character Education Programme are:

1.7.1 At St James Senior Girls' School spiritual education is considered of paramount importance and a respect for all religious faiths, beliefs, cultural traditions and humanism is actively fostered. There are 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).

1.8 Timetabling of Lessons

1.8.1 We have 3 lessons a fortnight that are dedicated to delivering the Character Education Curriculum:

- a) PSHE: Year 7-9 1x fortnightly, Year 10-11 2x fortnightly (a double lesson)
- b) Philosophy: Year 7-10 1 x fortnightly
- c) Form lesson: Year 7-11 1 x fortnightly

1.8.2 Further whole school events and assemblies such as key national weeks/months will also supplement the Character Education Curriculum.

1.8.3 The Sixth Form also have Wider Perspective Sessions (2x fortnightly – a double lesson).

1.9 PSHE Programme

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

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

1.9.1.2 Living in the Wider World: Citizenship; careers; diversity and discrimination; tolerance; careers and economic education.

1.9.1.3 Relationships and Sex Education (See also the Relationships and Sex Education Policy): Healthy and unhealthy relationships which incorporates both friendships and bullying (including cyberbullying), as well as romantic and intimate relationships. LGBTQ+; the risks and benefits of social media; managing anger; self-esteem; consent and sexual health.

1.9.2 PSHE is delivered by a core team of teachers comprising the Deputy Head (Pastoral), Head of PSHE, Head of Careers, Head of History and Citizenship and the SENDCO. This is further supplemented by a number of outside speakers.

1.10 Special Educational Needs and Disabilities

1.10.1 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. The SENDCO is also a member of the PSHE Team and can advise and support both teachers and pupils to ensure that pupils with SEND/EAL are accessing and understanding the content. Baseline assessments at the start and end of each topic enable teachers to flag and highlight any pupils that may need further support from the SEND department.

1.11 Engagement with Parents/carers

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

1.12 Resources

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

1.13 Assessment

1.13.1 We use the ipsative model of assessment in PSHE: a baseline assessment takes place at the start and end of a topic, enabling pupils to state and assess what they think they knew and understood about the subject and to reflect on this at the end to state and assess what they know now.

2. Philosophy Course

- 2.1 St James is not a denominational school but provides spiritual enrichment by drawing on the wisdom from our world traditions. Philosophy lessons from Year 7-10 are practical philosophy lessons and combine areas of relationship and sex education (RSE) and equity, diversity and inclusion (EDI) due to the importance of relationships with others in the course. Year 11 and Sixth Form lessons move towards the ethics branch of philosophy.
- 2.2 The aim of the course is:
 - 2.2.1 to develop depth of understanding of the spiritual, social, moral and cultural aspects of human existence and to apply that wisdom in everyday life;
 - 2.2.2 to learn how to live in harmony with others and grow in the ability and capacity to serve society at large;
 - 2.2.3 to give expression to the great human virtues through speech and action;
 - 2.2.4 to strengthen the ability to make wise choices in order to live well and be happy;
 - 2.2.5 to recognise the importance of a spirit of enquiry and the value of an open mind and an open heart.
- 2.3 Emphasis is placed on applying this wisdom to the challenges of daily life and pupils are encouraged to share their findings with one another.
- 2.4 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.
- 2.5 There are cross-curricular links with the Citizenship programme, History, Religious Studies and the Personal, Social and Health Education (PSHE) programme.
- 2.6 Senior Staff teach Philosophy on a fortnightly basis to all year groups.
- 2.7 **Meditation and Stillness**
 - 2.7.1 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. Pupils are invited to learn a specific method of mantra meditation; this is entirely voluntary. The method is introduced through the *School of Meditation*. Mentors are provided to support the pupils' practice and discovery of meditation through termly one to one meetings.
 - 2.7.2 Before and after every lesson there is a pause of one or two minutes and we encourage girls to appreciate the importance of the present moment. The Head of Ethos and Meditation supports staff and pupils in their meditation and stillness practice.
- 2.8 **School Motto and Rules of Conduct for Pupils**

2.8.1 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.

2.9 The School Rules for pupils (see pupil planner) are designed to support the School Motto and underline the importance of consideration for the welfare of others.

2.10 Assemblies

2.10.1 Assemblies take place three times a week. Each week, pupils from one form group choose a prayer and read it to the whole school; pupils may choose to write their own prayers. Speakers from different 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.

2.11 School Chaplain and School services

2.11.1 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.

3. Social Development

3.1 Thrive and Thrive

3.1.1 Our Think and Thrive curriculum, created by *Thoughtbox Education*, aims to enable learners to become empathic and active citizens, empowered to make a difference and help create thriving futures for people and our planet.

3.2 These are three core pillars of learning:

3.2.1 *Feeling* (building empathy & compassion)

3.2.2 *Thinking* (critically & systemically)

3.2.3 *Connecting* (developing healthy relationships)

3.3 The course also fosters healthy classroom discussions and inspiring conscious care for ourselves, each other and the environment we live in.

3.4 Year groups will engage with a series of 2-3 topics per year in Form lessons: an example of the programme is set out below:

Thought box			
	self care	people care	earth care
Year 7	happiness	equality and justice	food
Year 8	social media	charity and ethics	water
Year 9	identity	groups and gangs	climate

Year 10	global cultures	homelessness	waste
Year 11		immigration and refugees	clothes
Sixth Form	awe and wonder	love and relationships	habitats

Anti-Bullying (See also the Anti-Bullying Policy).

3.5 During the academic year the Assistant Head (Pastoral, DSL), works alongside the Heads of Year 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, including sessions in PSHE and Philosophy lessons, assemblies and events such as Anti-bullying Week. 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', and take action when they see unkind behaviour. While sanctions are given where required, support is also a key part to our approach, including restorative practices.

3.6 Parents/carers are invited to attend an annual talk regarding safe use of the internet and mobile devices.

3.7 **Community Action**

3.7.1 At St James we aim to help meet the needs of the community: at School, in the local area, nationally and internationally. There is a Community Action Council led by the Senior Prefect (Community Action) and inspired by the pupil community, represented by form representatives.

3.7.2 Throughout the year, pupils of all ages enjoy contributing to a wide variety of projects. As they mature, pupils are encouraged to take responsibility for initiating, planning and promoting events, as well as participating.

3.8 **Trips and Visits**

3.8.1 The School goes on many cultural visits. These are arranged by the various subject departments and are often cross-curricular.

4. **Citizenship**

"A condition of liberty is eternal vigilance"

"Action without knowledge is futile; knowledge without action is useless"

4.1 Citizenship at St James seeks to help young people equip themselves for life in modern Britain, as part of a broader PSHE 'Living in the Wider World' programme. Citizenship recognises the importance of upholding and promoting the Fundamental British Values (FBV) of liberty/ freedom, democracy, the rule of law, respect and tolerance, alongside supporting wider SMSC & EDI provision in the School.

4.2 We seek to promote and celebrate a culture of acceptance, respect and openness to people of differing ethnicities, religious traditions, social backgrounds, etc.

- 4.3 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 a 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.
- 4.4 Citizenship seeks to offer an educational foundation for our students so that they:
 - 4.4.1 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
 - 4.4.2 recognise that we are all inter-dependent on each other: locally, nationally and internationally and that we should respect one other
 - 4.4.3 understand that we have rights, responsibilities, freedoms and duties as part of a wider social contract, that ensures both order and liberty
 - 4.4.4 acknowledge the importance of active participation in society and the need for service in a democratic society
 - 4.4.5 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.
- 4.5 Citizenship teaches students:
 - 4.5.1 about the relationship between the individual and wider society
 - 4.5.2 about basic democratic principles, institutions and practices
 - 4.5.3 about the political spectrum and differing political traditions
 - 4.5.4 how democratic freedoms have been achieved historically.
- 4.6 It also offers the opportunity to explore, debate and argue about contemporary political issues.
- 4.7 This is achieved through:
 - 4.7.1 A spiral curriculum from Year 7 to Year 13 taught within PSHE and Wider Perspective sessions
 - 4.7.2 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 & 11: How the political spectrum works; how Parliament works; how the electoral system works; Sixth Form: FBV revisited; Democracy revisited; Model UN Conference; Introduction to ‘Spiral Dynamics’
 - 4.7.3 We also have Politics Club & EDI Club which together provides a friendly and informal environment from which to discuss political questions, and topical current issues and concerns. There is an emphasis on the pupils feeling that they have a platform from which to discuss questions and issues that matter to them.

- 4.7.4 Regular Assemblies ensure that pupils are offered a balanced presentation of important topical current affairs issues, which are explained in a balanced way.
- 4.7.5 Model UN Conference for Sixth Formers have been held jointly with St James Boys' School. 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.
- 4.7.6 Weekly news bulletin in a Friday assembly, delivered by Sixth Formers.
- 4.7.7 Acknowledging key annual dates in the national calendar such as Remembrance Day, Holocaust Memorial Day and International Women's Day.
- 4.7.8 Hosting Mock School Elections/referendums (e.g., 2019 Mock Election)
- 4.7.9 Supporting EPQ students with relevant current affairs topics.

Signed by:	Annabel Lubikowski Chair of Governors
Date of adoption of this policy	Autumn 2022
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Date for next review of this policy	Autumn 2024
Policy owner (SMT)/other	Assistant Head, Pastoral/Head of Character Education/Head of PSHE/Head of SMSC

Appendix A: Spiral Curriculum for 2022-2023

Timeline	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	<p>Safety and Confidence Confidence-building and team building skills - developing psychological safety Personal safety First aid</p> <p>Sexual Health and Wellbeing Puberty and periods Happiness (Think & Thrive)</p>	<p>Types of Relationships Positive romantic relationships - red and green flags Consent Social media (Think & Thrive)</p> <p>In Philosophy: maintaining friendships, anti-bullying Anti-discrimination and the Equality Act, stereotypes and prejudice</p>	<p>Intimate Relationships Assumptions and misconceptions in intimate relationships Managing risks of sending and sharing images on line media Consent and unwanted contact</p> <p>Identity Identity: care of self (Think & Thrive)</p>	<p>Healthy Relationships Keeping your body safe & sexual health, contraception</p> <p>Expectations pleasure challenges and consent Gender and identity</p> <p>In Philosophy: Types of love Plato: true love, commitment</p>	<p>Citizenship British Politics Freedom of speech Fundamental British Values</p> <p>Immigration and refugees (Think & Thrive)</p>
	<p>Building relationships and Diversity and Inclusion Types of relationships (family friend, teachers, online, intimate) Friendships (including online) and relationship boundaries. Healthy and unhealthy friendships introduction</p> <p>In Philosophy: Unity – Stepping over ideas of division (including religion or belief, race, disability) Good conduct: consideration for others</p>	<p>Careers Understanding key skills My skills and interests Find my purpose</p>	<p>Careers My choices My values Building my experience</p>	<p>Careers Application of skills and studies to careers</p> <p>Mentorship programme.</p>	<p>Stress Stress-management and self-efficacy through VESPA period 5 mental health p6</p> <p>Communication in relationships assertive communication and abusive relationships</p> <p>Careers Tinker Tailor 1</p>

Timeline	Year 7	Year 8	Year 9	Year 10	Year 11
Spring Term	Careers Introduction to the world of work and connecting learning to life Citizenship What is citizenship and the role of citizen in society	Emotional Wellbeing Mental health and emotional wellbeing coping strategies Self-esteem body image	Peer influence and substances use and gangs Drugs and alcohol vaping use addiction and dependence Healthy lifestyle Wellbeing, nutrition and body image	Citizenship The political spectrum, capitalism and socialism Extremism and radicalisation Global cultures (Think & Thrive)	Sexual Health Health choices Consent, pregnancy
	Health and Wellbeing Personal hygiene	Citizenship Rights and responsibilities Duty and freedom Fundamental British Values: respect, tolerance and diversity	Mindfulness course in Philosophy lessons	Financial literacy Financial decisions, debt, gambling and the impact of advertising	Careers Work experience
	Relationships Avoiding doing harm; not harming others or ourselves; anti-bullying online			The law and protection from harm in relationships RSE pornography and media and consent In Philosophy: Family and marriages forced arranged the law	Tinker Tailor 2

Timeline	Year 7	Year 8	Year 9	Year 10	Year 11
Summer Term	Health and Wellbeing Sexual health, unwanted contact, FGM	Identity and types of relationships Staying safe online and digital literacy (Philosophy) Gender and sexuality	Intimate Relationships Gender and sexuality STIs	Careers Morrisby Testing	Health choices First aid independence, personal safety, first aid workshop emergency skills and services
	Financial literacy Choices, saving, budgeting Careers Exploring career paths	Drugs, alcohol and vaping Alcohol and drug misuse and pressures relating to drug use	Citizenship Parliament, voting and democracy Fundamental British Values	Exploring Influence The influence and impact of drugs, gangs, role models and the media Mental Health unhealthy coping strategies reframe negative thinking	Exam distress and healthy coping coaching strategies