

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES PSHE & RSE FRAMEWORK

This framework will be reviewed at least every school year unless there is a change in legislation

Created: April 2023

Next review: September 2024

This framework is publicly available on the School website and is available in hard copy on request.

1. Scope

This PSHE and RSE framework applies to all pupils of the School (including those pupils in the Early Years Foundation Stage (EYFS) (*maternelle*)), other than pupils in the British Section.

2. Table of Contents

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Learning path 1: Personal and Social Education

Cycle 1 Ages 3-6 - nursery, Reception, Year 1			
<ul style="list-style-type: none"> • Develop self-awareness, self-esteem, and social skills. • Understand and respect classroom rules and routines. • Develop communication skills and learn to express feelings and emotions appropriately. • Understand the concept of privacy and personal boundaries. 			
Personal and social Education	PS	MS	GS
	<p>Develop basic social skills: learn to share, take turns, and collaborate with peers.</p> <p>Begin to recognise and express emotions: identify and communicate feelings, and develop empathy.</p> <p>Understand and follow basic rules and routines: respect classroom rules and adapt to daily routines.</p> <p>Develop self-awareness and self-confidence: recognise oneself in a mirror, participate in group activities, and take initiative.</p> <p>Body awareness: Identify and name basic body parts, understand the differences between boys and girls.</p> <p>Respect for self and others: Develop an understanding of personal boundaries and the importance of respecting the boundaries of others.</p>	<p>Enhance social skills: work effectively in a group, listen to others, and show respect for others' opinions.</p> <p>Develop emotional intelligence: regulate emotions, recognise others' feelings, and respond appropriately.</p> <p>Reinforce understanding of rules and routines: recognise the importance of rules in a social context, and adapt behaviour to different situations.</p> <p>Strengthen self-awareness and self-confidence: express personal preferences and choices, and become more independent in daily activities.</p> <p>Body awareness: Expand knowledge of body parts and their functions, and develop a positive body image.</p> <p>Respect for self and others: Strengthen the understanding of personal boundaries and consent, and foster a respectful attitude towards others.</p>	<p>Improve conflict resolution skills: learn to express disagreement respectfully and seek help from adults when necessary.</p> <p>Foster a sense of responsibility and community: participate in classroom tasks, respect shared spaces and materials, and show empathy for others.</p> <p>Further develop emotional intelligence: recognise and manage complex emotions, and demonstrate understanding of others' perspectives.</p> <p>Enhance self-awareness and self-confidence: identify personal strengths and areas for improvement, and develop resilience in the face of challenges.</p>

Cycle 2 Ages 6-9 – Year 2, Year 3, Year 4			
Personal and social Education	<ul style="list-style-type: none"> Understand and respect diversity, develop tolerance and empathy. Strengthen social skills and learn to resolve conflicts peacefully. Understand and engage in responsible behaviour, both individually and collectively. 		
	CP	CE1	CE2
	Develop self-awareness and understanding of emotions.	Enhance self-awareness and emotional intelligence.	Develop greater self-confidence and emotional resilience.
	Understand the importance of respecting others and their feelings.	Strengthen interpersonal skills and empathy towards others.	Understand the value of diversity and the importance of inclusion.
	Understand and respect classroom rules and routines.	Develop an understanding of personal safety and accident prevention.	Strengthen knowledge about nutrition, physical activity, and personal hygiene.
	Develop teamwork skills through collaborative activities.	Further develop conflict resolution and problem-solving skills.	Understand the rights and responsibilities of citizens in a democratic society.
	Develop basic problem-solving and decision-making skills.	Understand the concept of citizenship and the role of institutions in society.	Develop critical thinking and ethical decision-making skills.
Develop awareness of personal hygiene and cleanliness.			

Cycle 3 Ages 9-12 – Year 5, Year 6, Year 7			
Personal and social Education	<ul style="list-style-type: none"> Develop critical thinking skills and analyse social norms and values. Understand the importance of civic engagement and democratic processes. 		
	CM1	CM2	6ème
	<p>Develop respect, tolerance, and cooperation; understand the importance of rules and laws in society.</p> <p>Understand the principles of a balanced diet and the importance of physical activity; learn about personal hygiene and the prevention of common illnesses.</p> <p>Understand basic traffic rules and the importance of behaving responsibly as a pedestrian or cyclist.</p>	<p>Strengthen understanding of human rights, gender equality, and respect for diversity; learn about democratic principles and the roles of various institutions.</p> <p>Deepen understanding of a balanced diet and the risks of addiction (drugs, alcohol, and tobacco); discuss the impact of screen time on health.</p> <p>Develop awareness of the risks and responsibilities associated with different modes of transportation, including public transport.</p> <p>Addressing gender stereotypes and promoting gender equality in various aspects of life.</p>	<p>Study the role of citizens in a democratic society, including the importance of voting and civic participation; discuss the concepts of liberty, equality, and fraternity.</p> <p>Learn about the rules and responsibilities related to using bicycles, scooters, or other personal mobility devices; discuss the importance of responsible and safe behaviour in various traffic situations.</p> <p>Develop an awareness of societal issues and challenges, including those related to diversity, discrimination, and social justice.</p>

Cycle 4 Ages 12-15 – Year 8, Year 9, Year 10			
Personal and Social Education	<ul style="list-style-type: none"> • Develop a sense of responsibility, respect, and tolerance towards others. • Understand the importance of rules and laws in society. • Promote personal and collective well-being, including physical and mental health. • Learn about risk prevention (e.g., safety, health, and environment) and first aid. 		
	5ème	4ème	3ème
	<p>Promote responsible decision-making and critical thinking.</p> <p>Foster empathy and tolerance towards diverse perspectives and experiences.</p> <p>Identify situations of violence and discrimination and know how to respond to them.</p> <p>Explore links between values and rules.</p>	<p>Explore the influence of media, stereotypes, and societal expectations on relationships and self-image.</p> <p>Deepen reflexion on law, moral, ethics.</p> <p>Deepen the awareness of self and collective responsibility.</p> <p>Understand freedom of press and freedom of the media.</p>	<p>Develop understanding of civic engagement and active citizenship, including social and environmental responsibility.</p> <p>Encourage critical thinking and informed decision-making in real-life scenarios.</p> <p>Prepare students for the transition to high school (<i>lycée</i>) by discussing academic and professional goals, time management, and study habits.</p>

Lycée Ages 15-18 – Year 11, Year 12, Year 13			
Personal and social Education	<ul style="list-style-type: none"> • Continue fostering respect, responsibility, and tolerance in relationships. • Strengthen critical thinking and decision-making skills. • Develop a deep understanding of personal rights and responsibilities as citizens. • Explore social, economic, and environmental challenges and develop strategies to address them. 		
	Seconde	Première	Terminale
	<p>Understand democratic values, citizenship, and human rights.</p> <p>Develop critical thinking skills and informed decision-making abilities.</p> <p>Build a sense of individual and collective responsibility.</p>	<p>Deepen understanding of democratic values, citizenship, and human rights, including debates and discussions around contemporary issues.</p> <p>Encourage responsible behaviour in personal relationships and social interactions.</p> <p>Develop respect for diversity and different cultures.</p> <p>Understand and respect different beliefs and values.</p> <p>Identify different forms of discrimination and develop strategies to fight against discrimination.</p> <p>Promote gender equality and fighting against discrimination and stereotypes.</p>	<p>Prepare students for active participation in democratic life and promoting a sense of civic engagement.</p> <p>Strengthen critical thinking and problem-solving skills, particularly in the context of ethical dilemmas.</p> <p>Develop a sense of social responsibility and the ability to contribute positively to society.</p> <p>Understand the concept of citizenship and the role of the individual in society.</p>

Learning path 2: Sexual Education (Secondary school only)

Cycle 3 Ages 9-12 – Year 5, Year 6, Year 7		
Sexual education (Éducation à la sexualité)	<ul style="list-style-type: none"> Gain a deeper understanding of puberty, sexual maturation, and reproduction. Develop skills to maintain healthy relationships and manage emotions. Learn about physical and emotional changes during puberty. 	
	CM1	CM2
		<p>Understand the physical and emotional changes that occur during puberty; learn about reproductive health and the basics of sexual education (in an age-appropriate manner).</p> <p>Introducing the concept of contraception and the various methods available.</p> <p>Discussing the importance of consent, personal boundaries, and the right to say "no" in relationships.</p>

Cycle 4 Ages 12-15 – Year 8, Year 9, Year 10			
Sexual education (Éducation à la sexualité)	<ul style="list-style-type: none"> ● Understand puberty, physical and emotional changes, and their impact on personal identity. ● Learn about reproductive health, contraception, and family planning. ● Develop a sense of respect for oneself and others, including the concept of consent. ● Gain awareness of gender equality, stereotypes, and the importance of respecting differences. ● Learn about contraception, sexually transmitted infections (STIs), and safe sexual practices. 		
	5ème	4ème	3ème
	<p>Deepen the understanding of puberty and the reproductive system.</p> <p>Introduce the concepts of gender identity, sexual orientation, and diversity.</p> <p>Introduce concepts of consent, healthy relationships, and personal boundaries.</p> <p>Develop a broader understanding of the societal, cultural, and legal aspects of sexuality, including issues such as LGBTQ+ rights and gender-based violence.</p>	<p>Address topics related to sexual health, such as contraception, sexually transmitted infections (STIs), and prevention methods.</p> <p>Discuss the legal and ethical aspects of sexual relationships, including the age of consent and the consequences of sharing explicit content.</p> <p>Explore the potential consequences of early sexual activity and understand the value of making informed decisions.</p>	<p>Reinforce the importance of sexual health, contraception, and STI prevention.</p> <p>Reinforce concepts of healthy relationships, consent, and respect for personal boundaries.</p> <p>Address the risks associated with unsafe sexual behaviours and the importance of seeking help when needed.</p>

Lycée Ages 15-18 – Year 11, Year 12, Year 13			
Sexual education (Éducation à la sexualité)	<ul style="list-style-type: none"> ● Deepen knowledge about sexual and reproductive health, including STIs and HIV/AIDS prevention. ● Strengthen understanding of consent, communication, and healthy relationships. ● Explore the diversity of sexual orientations, gender identities, and family structures. ● Address issues related to sexuality, such as harassment, violence, and discrimination. 		
	Seconde	Première	Terminale
	<p>Introduce the concepts of sexual health, consent, and reproductive rights.</p> <p>Learn about contraception methods and their effectiveness in preventing unintended pregnancies and sexually transmitted infections (STIs).</p> <p>Explore gender identity and sexual orientation diversity, promoting tolerance and respect</p>	<p>Further knowledge of reproductive health, including anatomy, physiology, and the menstrual cycle.</p> <p>Discuss sexual rights and responsibilities, including the right to information, protection, and autonomy.</p> <p>Analyse the influence of cultural, social, and religious factors on sexuality and relationships.</p> <p>Address the potential consequences of risky sexual behaviours, including STIs, unintended pregnancies, and emotional distress.</p> <p>Further explore sexual health, including the prevention of sexually transmitted infections (STIs) and unplanned pregnancies.</p>	<p>Develop critical thinking skills to evaluate societal norms and expectations related to sexuality and gender roles.</p> <p>Understand the legal framework surrounding sexual health, reproductive rights, and family planning.</p> <p>Discuss the impact of digital technology on relationships and sexuality, including the risks of online harassment and the importance of privacy and consent in digital spaces.</p> <p>Address the challenges and potential consequences of intimate partner violence and unhealthy relationships.</p> <p>Encourage responsible decision-making related to sexual health, including seeking appropriate medical care, protection, and support.</p> <p>Expand upon sexual health education, including discussions about family planning and responsible parenthood.</p>

Learning Path 3: Personal and Emotional Education

Cycle 1 Ages 3-6 - nursery, Reception, Year 1			
Personal and Emotional Education	<ul style="list-style-type: none"> ● Develop emotional awareness and learn to express feelings appropriately. ● Understand and respect the feelings of others. ● Foster empathy and cooperation through play and group activities. 		
	PS	MS	GS
	<p>Learn to identify their own emotions and recognise those of others.</p> <p>Begin to learn basic social skills such as sharing, taking turns, and cooperating with others.</p> <p>Express themselves through play and other nonverbal forms of communication.</p> <p>Begin to develop a sense of self-awareness and self-regulation.</p> <p>Emotional expression: Recognise and express basic emotions, and understand that others may experience emotions as well.</p>	<p>Continue to develop their emotional intelligence by recognising and managing their own emotions.</p> <p>Begin to learn about empathy and understanding the emotions of others.</p> <p>Continue to develop their social skills by learning to communicate effectively with others and work collaboratively.</p> <p>Learn basic problem-solving skills and conflict resolution strategies.</p> <p>Begin to develop a sense of identity and self-esteem.</p> <p>Emotional expression: Enhance emotional vocabulary and develop empathy towards others' emotions.</p>	<p>Continue to develop their emotional intelligence by understanding the causes and consequences of different emotions.</p> <p>Learn to apply empathy and perspective-taking to their interactions with others.</p> <p>Develop their social skills further by learning how to manage conflicts and make decisions in a group setting.</p> <p>Learn to recognise and respond to different types of social cues.</p> <p>Continue to develop their sense of identity and self-esteem, as well as learn about the importance of respect for diversity.</p> <p>Emotional expression: Develop emotional intelligence, learn to regulate emotions, and empathise with others.</p> <p>Respect for self and others: Discuss personal boundaries and consent in various contexts (e.g., school, family), and nurture a culture of respect and inclusion.</p>

Cycle 2 Ages 6-9 – Year 2, Year 3, Year 4			
<ul style="list-style-type: none"> ● Strengthen emotional regulation and develop coping strategies for stress and frustration. ● Learn to manage conflicts and resolve issues peacefully. ● Develop a sense of belonging and learn to appreciate the value of friendships and social connections. ● Understand the importance of respect and consent in relationships. 			
<div style="display: flex; justify-content: space-around;"> CP CE1 CE2 </div>			
Personal and Emotional Education	Identify and express their emotions.	Develop a deeper understanding of emotions and how they can affect behaviour.	Develop a deeper understanding of social and emotional skills in more complex situations.
	Recognise and respect the emotions of others.	Develop effective problem-solving skills and conflict resolution techniques.	Learn to identify and manage their own emotions in challenging situations.
	Learn to listen actively and communicate effectively.	Learn to express their opinions and beliefs in a respectful manner.	Learn to communicate assertively and respectfully.
	Understand the concept of empathy and demonstrate it towards others.	Understand the importance of diversity and inclusivity.	Develop skills of critical thinking and reflection.
	Learn to work cooperatively with peers.	Learn to recognise and challenge stereotypes and discrimination.	Understand the importance of ethical behaviour and decision-making.
	Understand and follow basic rules of social interaction and behaviour.	Develop basic skills of active citizenship and community participation.	Develop skills of leadership and teamwork.
	Understand the importance of privacy and respecting one's own body and the bodies of others.	Develop a sense of respect for oneself and others, regardless of gender or physical differences.	Learn about the importance of respecting personal boundaries, consent, and the right to say "no" in various situations.

Cycle 3 Ages 9-12 – Year 5, Year 6, Year 7		
<ul style="list-style-type: none"> ● Understand the importance of emotional intelligence in personal and social life. ● Develop advanced problem-solving and decision-making skills in social situations. ● Learn to recognise and manage peer pressure and the influence of social norms. 		
CM1	CM2	6ème
<p>Identify and understand emotions and feelings, both in oneself and in others.</p> <p>Develop empathy and respect towards others, including those with different backgrounds and perspectives.</p> <p>Learn to communicate effectively and assertively, expressing one's own needs and opinions while listening to others.</p> <p>Understand the principles of teamwork and cooperation, and learn to work collaboratively with others.</p> <p>Identify sources of stress and anxiety, and develop strategies to manage them.</p> <p>Promoting respect for individual differences and fostering empathy.</p>	<p>Deepen knowledge of emotions and feelings, and develop greater emotional awareness and regulation.</p> <p>Develop critical thinking skills, and learn to evaluate sources of information and media messages.</p> <p>Understand the principles of conflict resolution, and learn to negotiate and find solutions to disagreements.</p> <p>Develop self-confidence and self-esteem, and learn to set realistic goals and develop a growth mindset.</p> <p>Develop responsible and respectful behaviour towards oneself and others, and learn to identify and challenge discriminatory behaviours.</p> <p>Encouraging open dialogue and communication about feelings and emotions related to puberty and relationships.</p>	<p>Develop emotional intelligence, including understanding and regulating one's own emotions, and recognising and responding to the emotions of others.</p> <p>Develop effective communication skills in different contexts, including group discussions, debates, and presentations.</p> <p>Understand the principles of leadership and decision-making, and develop skills to lead and influence others positively.</p> <p>Develop skills to manage stress and anxiety, and promote mental and physical well-being.</p>

Cycle 4 Ages 12-15 – Year 8, Year 9, Year 10			
Emotional and social education (Éducation à la vie affective et sociale)	<ul style="list-style-type: none"> ● Develop emotional intelligence, self-awareness, and empathy. ● Learn effective communication and conflict resolution skills. ● Understand the importance of friendship, trust, and respect in relationships. ● Identify and manage emotions, stress, and pressure in various situations. 		
	5ème	4ème	3ème
	<p>Identify and express one's emotions and feelings and recognise those of others.</p> <p>Develop empathy and understanding towards others and different perspectives.</p> <p>Develop respect for others, regardless of their differences.</p> <p>Develop one's self-esteem and self-confidence, self-awareness, and respect for oneself and others.</p> <p>Develop understanding of the physical, emotional, and social changes during adolescence.</p>	<p>Analyse and manage one's emotions, and identify the causes of emotional reactions.</p> <p>Develop communication, conflict-resolution skills and collaborative problem-solving.</p> <p>Identify and analyse the different types of social relations (family, school, society).</p> <p>Deepen understanding of the adolescent development process, including mental and emotional health.</p> <p>Discuss the impact of peer pressure and the importance of making informed choices. Continue discussing relationships, consent, and communication, with a focus on making responsible choices.</p> <p>Develop one's autonomy and take responsibility for one's actions.</p>	<p>Understand and analyse the impact of social, economic, and environmental factors on individual and collective well-being.</p> <p>Identify and analyse stereotypes, prejudices, and discriminations, and develop strategies to combat them.</p> <p>Develop one's ability to work in a team and collaborate with others towards common goals. Develop a critical and informed opinion on social and societal issues.</p> <p>Emphasise the importance of mental well-being and self-care, as well as stress management techniques.</p> <p>Discuss the emotional and social aspects of relationships, including love, friendship, and trust.</p> <p>Encourage critical thinking about relationships, gender roles, and societal norms.</p>

Lycée Ages 15-18 – Year 11, Year 12, Year 13			
Emotional and social education (Éducation à la vie affective et sociale)	<ul style="list-style-type: none"> ● Reinforce emotional intelligence and social skills, emphasising adaptability and resilience. ● Deepen understanding of interpersonal relationships, including romantic and sexual relationships. ● Foster self-esteem, self-confidence, and personal goal-setting. ● Learn about mental health issues and develop strategies for coping with stress, anxiety, and depression. 		
	Seconde	Première	Terminale
	<p>Understand and identify emotions and feelings in oneself and others. Understand physical, emotional, and social changes during adolescence.</p> <p>Develop empathy and the ability to see things from another's point of view.</p> <p>Understand the importance of communication and active listening.</p> <p>Develop self-awareness and self-esteem.</p> <p>Identify different types of relationships and the importance of healthy relationships.</p> <p>Understand and develop strategies for managing stress and difficult emotions.</p> <p>Develop a sense of responsibility and respect towards oneself and others.</p> <p>Understand the importance of consent in relationships</p>	<p>Develop critical thinking and decision-making skills.</p> <p>Understand the concept of identity and how it is shaped by personal experiences and social factors.</p> <p>Explore the emotional aspects of relationships, including trust, communication, and boundaries</p>	<p>Develop skills for conflict resolution and peaceful problem-solving.</p> <p>Understand the importance of teamwork and collaboration.</p> <p>Develop skills for effective leadership and the ability to motivate and inspire others.</p> <p>Develop students' understanding of the importance of mental health and resilience.</p>

Learning path 4: Bullying Prevention

Cycle 1 Ages 3-6 - nursery, Reception, Year 1			
Bullying prevention (Prévention du harcèlement)	<ul style="list-style-type: none"> • Learn to recognise and express emotions • Develop empathy and understanding of others' feelings • Foster positive relationships and cooperation with peers 		
	PS	MS	GS
	<p>Develop an awareness of different emotions and feelings.</p> <p>Identify and express basic emotions such as joy, anger, and sadness.</p> <p>Recognise and respect the emotions of others.</p> <p>Understand the concept of respect and its importance in interpersonal relationships.</p>	<p>Recognise different forms of bullying behaviour, such as physical, verbal, and social bullying.</p> <p>Understand the negative impact of bullying on the victim and the importance of helping and supporting others who are being bullied.</p> <p>Develop empathy and respect towards others, regardless of differences in appearance, background, or abilities.</p> <p>Learn to use respectful and inclusive language and communication.</p>	<p>Learn how to recognise and respond to bullying situations in a safe and appropriate way.</p> <p>Develop problem-solving skills and strategies to address and prevent bullying.</p> <p>Understand the importance of assertiveness and standing up for oneself and others.</p> <p>Learn how to seek help and support from trusted adults or authorities when needed.</p>

Cycle 2 Ages 6-9 – Year 2, Year 3, Year 4			
Bullying prevention (Prévention du harcèlement)	<ul style="list-style-type: none"> • Understand the concept of bullying and its consequences • Recognise and report bullying incidents • Practise conflict resolution and problem-solving skills 		
	CP	CE1	CE2
	<p>Develop an understanding of what constitutes harassment and what behaviours are not acceptable.</p> <p>Recognise and name different emotions and feelings.</p> <p>Develop basic communication skills to express needs and emotions in appropriate ways.</p> <p>Understand the importance of listening and showing respect for others.</p>	<p>Develop an understanding of what constitutes harassment and what behaviours are not acceptable.</p> <p>Recognise and name different emotions and feelings.</p> <p>Develop basic communication skills to express needs and emotions in appropriate ways.</p> <p>Understand the importance of listening and showing respect for others.</p>	<p>Understand the negative impact that harassment can have on individuals and communities.</p> <p>Develop strategies for intervening in harassment situations and seeking help from trusted adults.</p> <p>Understand the role of bystanders in preventing and responding to harassment.</p> <p>Develop critical thinking skills to evaluate media messages and recognise when they promote harmful stereotypes and behaviours.</p>

Cycle 3 Ages 9-12 – Year 5, Year 6, Year 7			
Bullying prevention (Prévention du harcèlement)	<ul style="list-style-type: none"> ● Develop strategies to prevent and address bullying situations ● Encourage active bystander intervention and support for victims ● Promote a culture of respect, tolerance, and inclusivity 		
	CM1	CM2	6ème
	<p>Understand what bullying is and its negative impact on individuals and communities.</p> <p>Recognise and identify different forms of bullying, including physical, verbal, and psychological.</p> <p>Develop empathy and respect towards others, including those who may be different from oneself.</p> <p>Learn strategies for preventing and responding to bullying incidents.</p>	<p>Deepen understanding of bullying and its impact on individuals and communities.</p> <p>Develop critical thinking skills to identify situations that could lead to bullying and to intervene when necessary.</p> <p>Build resilience and self-esteem in oneself and others to prevent and cope with bullying.</p> <p>Learn to communicate assertively and respectfully, including in conflict resolution.</p>	<p>Consolidate knowledge and skills related to bullying prevention and intervention.</p> <p>Understand the role of bystanders in preventing and addressing bullying.</p> <p>Learn to use digital tools safely and responsibly, including in relation to cyberbullying.</p> <p>Develop a sense of responsibility and leadership in preventing bullying in one's own environment.</p>

Cycle 4 Ages 12-15 – Year 8, Year 9, Year 10			
Bullying prevention (Prévention du harcèlement)	<ul style="list-style-type: none"> ● Deepen understanding of the various forms and impacts of bullying ● Engage in school-wide prevention initiatives and campaigns ● Support a safe and inclusive school environment for all students 		
	5ème	4ème	3ème
	<p>Understand the definition of bullying and different types of bullying (verbal, physical, psychological, cyber).</p> <p>Recognise the negative impact of bullying on individuals and communities.</p> <p>Develop empathy and respect for others by understanding how bullying can affect others.</p> <p>Understand the importance of seeking help from adults when bullying occurs.</p>	<p>Analyse the causes and consequences of bullying, including the role of power dynamics, social exclusion, and group behaviour.</p> <p>Identify the warning signs of bullying and understand the importance of intervening early.</p> <p>Develop strategies for responding to and preventing bullying in various contexts (school, online, social situations).</p> <p>Understand the importance of bystander intervention and develop skills to be an ally for victims of bullying.</p>	<p>Understand the legal and ethical implications of bullying and cyberbullying.</p> <p>Develop critical thinking skills to evaluate sources of information and media messages about bullying.</p> <p>Understand the role of schools, families, and communities in preventing bullying and creating a positive and inclusive environment.</p> <p>Develop leadership skills to promote a culture of respect, empathy, and inclusion in the school community.</p>

Lycée			
Ages 15-18 – Year 11, Year 12, Year 13			
Bullying prevention (Prévention du harcèlement)	<ul style="list-style-type: none"> ● Recognise different forms of bullying, including verbal, physical, social, and cyberbullying. ● Understand the consequences of bullying on both victims and perpetrators, as well as the wider community. ● Develop strategies to prevent and address bullying, including reporting incidents, supporting victims, and promoting a culture of respect and inclusion in the school environment. ● Encourage active bystander behaviour, empowering students to intervene in appropriate ways when witnessing bullying. ● Foster empathy and understanding to create a more inclusive and supportive school environment. 		
	Seconde	Première	Terminale
	<p>Define harassment and its different forms, such as physical, verbal, and online harassment.</p> <p>Identify the characteristics of a harassment situation, including the power dynamic between the victim and the harasser.</p> <p>Understand the impact of harassment on victims, including their physical and mental health, self-esteem, and social relationships.</p> <p>Analyse the different factors that can contribute to harassment, such as gender, sexuality, ethnicity, and social status.</p> <p>Learn the importance of bystander intervention and how to support a victim of harassment.</p> <p>Identify the resources available to victims of harassment, such as hotlines, support groups, and legal assistance.</p>	<p>Develop strategies to prevent harassment in different contexts, such as school, work, and online spaces.</p> <p>Explore the legal framework around harassment and the consequences for perpetrators.</p> <p>Understand the role of social norms and stereotypes in perpetuating harassment and how to challenge them.</p> <p>Analyse the impact of harassment on society as a whole and the importance of promoting a culture of respect and inclusivity.</p> <p>Develop skills in communication, empathy, and conflict resolution to prevent and respond to harassment.</p> <p>Identify the different types of support available to victims of harassment, such as counselling, therapy, and medical treatment.</p>	<p>Apply the knowledge and skills acquired in the previous years to real-life situations, including case studies and role-playing exercises.</p> <p>Understand the intersectionality of different forms of discrimination, such as racism, sexism, and homophobia, and how they contribute to harassment.</p> <p>Analyse the impact of power dynamics on harassment and the importance of promoting equality and human rights.</p> <p>Develop critical thinking skills to analyse and challenge social structures and systems that perpetuate harassment.</p> <p>Learn about different initiatives and campaigns aimed at preventing harassment and promoting diversity and inclusion.</p> <p>Understand the importance of self-care and well-being in preventing and coping with harassment.</p>

Learning path 5: Online safety and responsible use of digital technology

Cycle 1 Ages 3-6 - nursery, Reception, Year 1			
Online safety and responsible use of digital technology <i>(Éducation aux médias et à l'information)</i>	<ul style="list-style-type: none"> ● Introduction to basic digital tools and technology ● Develop awareness of appropriate and safe behaviour when using digital devices 		
	PS	MS	GS
	<p>Awareness of different types of media (books, TV, tablets, smartphones).</p> <p>Recognition of familiar logos and images.</p> <p>Simple use of digital tools (e.g., touch screen).</p>	<p>Differentiation between reality and fiction.</p> <p>Basic understanding of the purpose of different media (e.g., information, entertainment).</p> <p>Identification of the author or creator of a media product.</p>	<p>Awareness of online risks and appropriate behaviour.</p> <p>Understanding of basic copyright concepts (e.g., recognising and respecting intellectual property).</p> <p>Basic information search and selection skills.</p>

Cycle 2 Ages 6-9 – Year 2, Year 3, Year 4			
Online safety and responsible use of digital technology <i>(Éducation aux médias et à l'information)</i>	<ul style="list-style-type: none"> ● Learning about responsible use of digital tools and technology ● Understanding the basics of online privacy and personal information protection 		
	CP	CE1	CE2
	<p>Identify different types of media (e.g. television, radio, internet, books).</p> <p>Understand that media are sources of information and entertainment.</p> <p>Recognise and understand basic media vocabulary (e.g. journalist, news, image, sound).</p>	<p>Develop critical thinking skills by asking questions about media content (e.g. Who created it? What is the purpose?).</p> <p>Understand that media can have different perspectives and biases.</p> <p>Identify different types of information sources (e.g. primary, secondary).</p> <p>Understand the importance of fact-checking and verifying information</p>	<p>Analyse media content to understand its message and purpose.</p> <p>Understand the role of media in society and the impact it can have on individuals and communities.</p> <p>Identify and evaluate different types of media content (e.g. news, advertisements, and entertainment).</p> <p>Understand the importance of respecting intellectual property and copyright laws.</p>

Cycle 3 Ages 9-12 – Year 5, Year 6, Year 7			
Online safety and responsible use of digital technology <i>(Éducation aux médias et à l'information)</i>	<ul style="list-style-type: none"> • Understand the risks and benefits of online interactions • Learn about digital citizenship and responsible online communication • Acquire strategies to identify and avoid online dangers (e.g., cyberbullying, scams, and harmful content) 		
	CM1	CM2	6ème
	<p>Identify different types of media (print, audio-visual, digital, etc.).</p> <p>Understand the difference between news and opinion.</p> <p>Recognise the different elements of a news article (title, lead, body, etc.).</p> <p>Use search engines and online databases effectively to find information.</p>	<p>Analyse the language and tone used in media content.</p> <p>Identify bias and stereotypes in media representations.</p> <p>Understand the concept of copyright and intellectual property rights.</p> <p>Evaluate the reliability of sources of information.</p>	<p>Understand the ethical and legal implications of using digital media.</p> <p>Analyse the impact of media on society and culture.</p> <p>Understand the different forms of propaganda and how they are used.</p> <p>Use critical thinking skills to evaluate media content.</p>

Cycle 4 Ages 12-15 – Year 8, Year 9, Year 10			
Online safety and responsible use of digital technology <i>(Éducation aux médias et à l'information)</i>	<ul style="list-style-type: none"> Analyse the ethical and legal implications of online actions Learn about digital literacy and critical evaluation of online information Understand the potential consequences of inappropriate online behaviour (e.g., sexting, cyberbullying, and sharing personal information) 		
	5ème	4ème	3ème
	<p>Understand the different types of media and their roles in society.</p> <p>Recognise the characteristics of different media formats (e.g. print, audio, and video) and their impact on meaning and interpretation.</p> <p>Identify sources of information and evaluate their credibility.</p> <p>Use appropriate vocabulary to describe media and information.</p> <p>Develop strategies for verifying information and identifying fake news.</p> <p>Understand the concept of digital citizenship and online safety.</p>	<p>Develop critical-thinking skills when analysing media messages.</p> <p>Understand the ethical and legal issues related to media production and consumption.</p> <p>Identify bias and propaganda in media content.</p> <p>Create media content using various formats and tools.</p> <p>Understand the role of media in shaping public opinion and cultural norms.</p> <p>Understand the impact of globalisation on media and information.</p> <p>Enhance digital literacy and online safety skills, including responsible use of social media.</p>	<p>Develop media literacy skills for academic research and digital communication.</p> <p>Understand the role of media in shaping identity and self-image.</p> <p>Analyse the impact of media on different social groups and cultures.</p> <p>Develop skills to create and distribute media content responsibly and ethically.</p> <p>Identify and analyse the effects of media ownership and concentration on media content and diversity.</p> <p>Understand the importance of media and information literacy in a democratic society.</p>

Lycée Ages 15-18 – Year 11, Year 12, Year 13			
Online safety and responsible use of digital technology (Éducation aux médias et à l'information)	<ul style="list-style-type: none"> • Understand the implications of sharing personal information online and how to maintain privacy and protect personal data. • Develop critical thinking skills to evaluate the credibility of online sources and identify fake news or misleading information. • Learn about the potential risks and dangers of online communication, including cyberbullying, grooming, and online harassment. • Promote responsible and respectful online behaviour, such as netiquette and digital citizenship, to maintain a positive digital footprint. • Understand the ethical and legal implications of sharing and accessing digital content, including issues related to copyright, intellectual property, and plagiarism. 		
	Seconde	Première	Terminale
	<p>Understand the concept of information and the role it plays in society.</p> <p>Understand the different types of media and their impact on society.</p> <p>Develop critical-thinking skills to evaluate the credibility and reliability of information.</p> <p>Use search engines and databases to find reliable information.</p> <p>Understand the legal and ethical issues related to media and information use.</p>	<p>Develop advanced critical-thinking skills to analyse media messages and their impact on society.</p> <p>Understand the principles of journalism and the importance of journalistic ethics.</p> <p>Create and produce media content using various tools and platforms.</p> <p>Understand the role of social media and its impact on society.</p> <p>Understand the principles of copyright and intellectual property.</p>	<p>Develop advanced skills in creating and producing media content.</p> <p>Understand the role of media in shaping public opinion and attitudes.</p> <p>Learn to navigate and use digital tools and platforms effectively and responsibly.</p> <p>Understand the principles of media regulation and the importance of media freedom.</p> <p>Understand the impact of globalisation on media and information flows.</p> <p>Encourage responsible use of digital technology, including the understanding of online safety, privacy, and cyberbullying.</p>

Learning Path 6: Health and Substance abuse prevention

Cycle 1 Ages 3-6 - nursery, Reception, Year 1			
<ul style="list-style-type: none"> Develop basic understanding of healthy habits and personal hygiene Learn the importance of making safe choices in daily life. 			
	PS	MS	GS
Health	Understand that the body has needs (nutrition, hydration, rest) to function properly.	Understand the notion of pleasure and the different ways to experience it (taste, touch, smell).	Identify resources for seeking help and support (family, friends, health professionals, and helplines).
	Personal hygiene: Learn basic hygiene habits, such as handwashing, brushing teeth, and using the toilet.	Identify healthy ways to experience pleasure (playing, being active, and spending time with friends and family).	Body awareness: Deepen understanding of body functions and differences between genders, and continue to cultivate a positive body image.
	Recognise the sensations associated with certain needs (hunger, thirst, fatigue).	Personal hygiene: Reinforce good hygiene habits and develop autonomy in self-care routines.	Personal hygiene: Master self-care routines and understand their importance for overall health.
	Identify potentially harmful behaviours (eating too much sugar, not sleeping enough).		

Cycle 2 Ages 6-9 – Year 2, Year 3, Year 4			
Health Education	<ul style="list-style-type: none"> ● Acquire knowledge about basic health principles, nutrition, and physical activity. ● Acquire knowledge about the dangers of drugs, alcohol, and tobacco ● Understand the importance of making healthy choices to avoid risky behaviours 		
	CP	CE1	CE2
	<p>Learn basic hygiene and healthy habits.</p> <p>Understand that some substances are harmful to their health.</p> <p>Identify and name addictive substances, such as tobacco, alcohol.</p>	<p>Learn about the importance of a balanced diet and exercise.</p> <p>Students will learn to identify situations where they may be exposed to addictive substances and how to avoid them.</p>	<p>Develop critical thinking skills by analysing advertisements for alcohol and tobacco and identifying persuasive techniques used by advertisers.</p> <p>Make informed decisions about their health by understanding the consequences of using addictive substances.</p>

Cycle 3 Agés 9-12 – Year 5, Year 6, Year 7			
Substance abuse prevention (Prévention des conduites addictives)	<ul style="list-style-type: none"> Explore the physical, emotional, and social consequences of substance abuse Develop skills to resist peer pressure and make informed decisions Encourage open dialogue about substance abuse issues and seeking help when needed 		
	CM1	CM2	6ème
	<p>Develop a sense of responsibility for their own health and well-being.</p> <p>Recognise the risks associated with addictive behaviours (e.g., tobacco, alcohol, drugs, gambling).</p> <p>Understand the effects of addictive substances on health.</p> <p>Identify the different types of addiction and their consequences.</p> <p>Develop critical thinking skills to evaluate media messages related to addictive behaviours.</p>	<p>Reinforcing the importance of personal hygiene and self-care, particularly during adolescence.</p> <p>Develop an understanding of the emotional and physical changes that occur during puberty.</p> <p>Understand the psychological and social factors that contribute to addiction.</p> <p>Develop communication skills to express opinions and concerns about addiction-related issues.</p> <p>Analyse the impact of addiction on individuals, families, and society</p>	<p>Develop personal and social skills to prevent addiction and promote healthy behaviours.</p> <p>Learn about the role of health professionals and support services in addiction prevention and treatment.</p> <p>Understand the importance of setting goals and making informed decisions to avoid addictive behaviours.</p> <p>Reflect on the values and attitudes that promote responsible and respectful behaviour towards oneself and others.</p>

Cycle 4 Ages 12-15 – Year 8, Year 9, Year 10			
Substance abuse prevention (Prévention des conduites addictives)	<ul style="list-style-type: none"> ● Examine the social, economic, and legal aspects of substance abuse ● Strengthen decision-making skills and personal responsibility for choices ● Discuss available resources and support for individuals affected by substance abuse 		
	5ème	4ème	3ème
	<p>Understand the concept of addiction and its consequences on physical and mental health.</p> <p>Identify the different types of addictive substances and behaviours, such as drugs, alcohol, tobacco, and video games.</p> <p>Analyse the social and environmental factors that can influence addiction.</p>	<p>Develop a critical mind towards advertisements and marketing strategies used by the tobacco and alcohol industries.</p> <p>Identify the risks associated with substance abuse and addiction, such as accidents, violence, and mental health disorders.</p> <p>Learn about harm reduction strategies and their effectiveness.</p> <p>Address issues related to substance abuse prevention and promote healthy behaviours.</p>	<p>Understand the legal and social consequences of drug and alcohol use, including the risks of addiction and the impact on one's personal and professional life.</p> <p>Develop communication skills to refuse peer pressure and promote healthy behaviours among peers.</p> <p>Analyse the role of the media in shaping attitudes towards substance abuse and addiction.</p>

Lycée Ages 15-18 – Year 11, Year 12, Year 13			
Substance abuse prevention (Prévention des conduites addictives)	<ul style="list-style-type: none"> ● Gain knowledge of the various types of substances, including legal and illegal drugs, alcohol, and tobacco, as well as their effects on physical, mental, and emotional health. ● Understand the risk factors and consequences of substance abuse, including addiction, impaired decision-making, and negative impacts on relationships and social functioning. ● Develop strategies for making informed choices about substance use, including understanding the importance of peer influence and resisting peer pressure. ● Learn about resources available for help and support in addressing substance abuse, both for oneself and for others. ● Engage in discussions and activities that promote a healthy lifestyle and positive coping strategies for managing stress and emotional challenges 		
	Seconde	Première	Terminale
	<p>Identify the risks associated with addictive behaviours, including drug and alcohol abuse, smoking, and gambling.</p> <p>Understand the physical and psychological effects of addictive substances on the body and mind.</p> <p>Analyse the social and cultural factors that contribute to the development of addictive behaviours.</p> <p>Develop effective communication skills to resist peer pressure and make informed decisions regarding addictive behaviours.</p> <p>Foster awareness of health issues, including nutrition, physical activity, and mental well-being.</p>	<p>Understand the legal and ethical implications of addictive behaviours, including their impact on personal and social relationships.</p> <p>Analyse the role of media and advertising in promoting addictive behaviours.</p> <p>Identify effective strategies for managing stress and emotions without resorting to addictive substances or behaviours.</p> <p>Evaluate the effectiveness of different prevention and treatment programmes for addictive behaviours.</p> <p>Address the risks associated with substance abuse and promote healthy choices.</p>	<p>Develop leadership and advocacy skills to promote healthy behaviours and prevent addiction in the community.</p> <p>Understand the impact of addictive behaviours on public health and social welfare.</p> <p>Analyse the economic and political factors that influence addiction prevention and treatment policies.</p> <p>Develop critical-thinking skills to evaluate scientific research on addictive behaviours and their treatment.</p>