

LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES

Personal, Social, Health and Economic (PSHE) Policy

Created: April 2023

Reviewed: September 2024

Next review: September 2025

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

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This is the personal, social, health and economic (PSHE) education policy of Lycée Français Charles de Gaulle de Londres (the "School"). This policy 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.

1. Aims

The school makes a simple and honest commitment: to offer each child the best conditions in which to realise their academic potential, to be able to develop and thrive in a peaceful environment and achieve the level of excellence required to access their desired course even at the most competitive universities. We nurture each individual with care and help them build self-confidence – this remains our pledge to our families as much today as it has been for over a century."

At the School, we aim to prepare pupils for a healthy, responsible, and fulfilling life by addressing critical issues and fostering essential skills.

Through PSHE we aim to:

- Provide a curriculum that is balanced and broadly based;
- Promote opportunities for all pupils to enjoy learning and to achieve high standards and develop self-confidence and self-esteem;
- Encourage pupils to persevere with difficult tasks;
- Provide a safe environment and encourage respect for property and our surroundings;
- Promote pupils' spiritual, moral, social and cultural development;
- Prepare all pupils for the opportunities, responsibilities and experiences of life;
- Enable pupils to develop positive relationships with other members of the School and wider community;
- Enable pupils to express preferences, communicate needs and make informed choices;
- Prepare pupils for adult life in which they have the greatest possible degree of autonomy;
- Increase pupils' awareness and understanding of their environment and of the world;
- Encourage pupils to explore, to question and to challenge, to gain knowledge and understanding to play an effective role in public life;

- Enable pupils to learn about British culture and key historic moments in addition to the French core curriculum;
- Encourage pupils to participate in school life through formal meetings including pupil council meetings, class meetings, *Conseil d'Établissement* (governing board meeting);
- Actively promote the fundamental British and French values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Enable pupils to distinguish right from wrong;
- 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 in which the School is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and France;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, playing particular regard to the protected characteristics set out in the *Equality Act 2010*; and encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

2. Introduction

Whilst the French National Curriculum and the English Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance may not perfectly align, themes and topics are all taught. Both the French National Curriculum and the English guidance share several important themes and objectives related to personal, social, health, economic and sex education.

The School implements the French ministerial instructions and English statutory guidance. The harmonious combination of the two guidelines aims to develop skills that are organised in six learning paths (*parcours*) which guarantee a spiral learning process across all age groups at the School.

This policy should be read closely together with the RSE policy, which outlines the content required in the English guidance. In addition, the PSHE and RSE Framework document should be viewed in conjunction with this policy.

3. Learning paths overview

As recommended by the PSHE Association, PSHE teaching at the Lycee Francais Charles de Gaulle is organised using a spiral curriculum, a concept widely attributed to Jerome Bruner¹.

¹ [1] J. S. Bruner, *The process of education*. Cambridge, MA: Harvard University Press, 1960.

This refers to a teaching plan where concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity.

Using the concept of 'relationships', as an example. Topics by year group include:

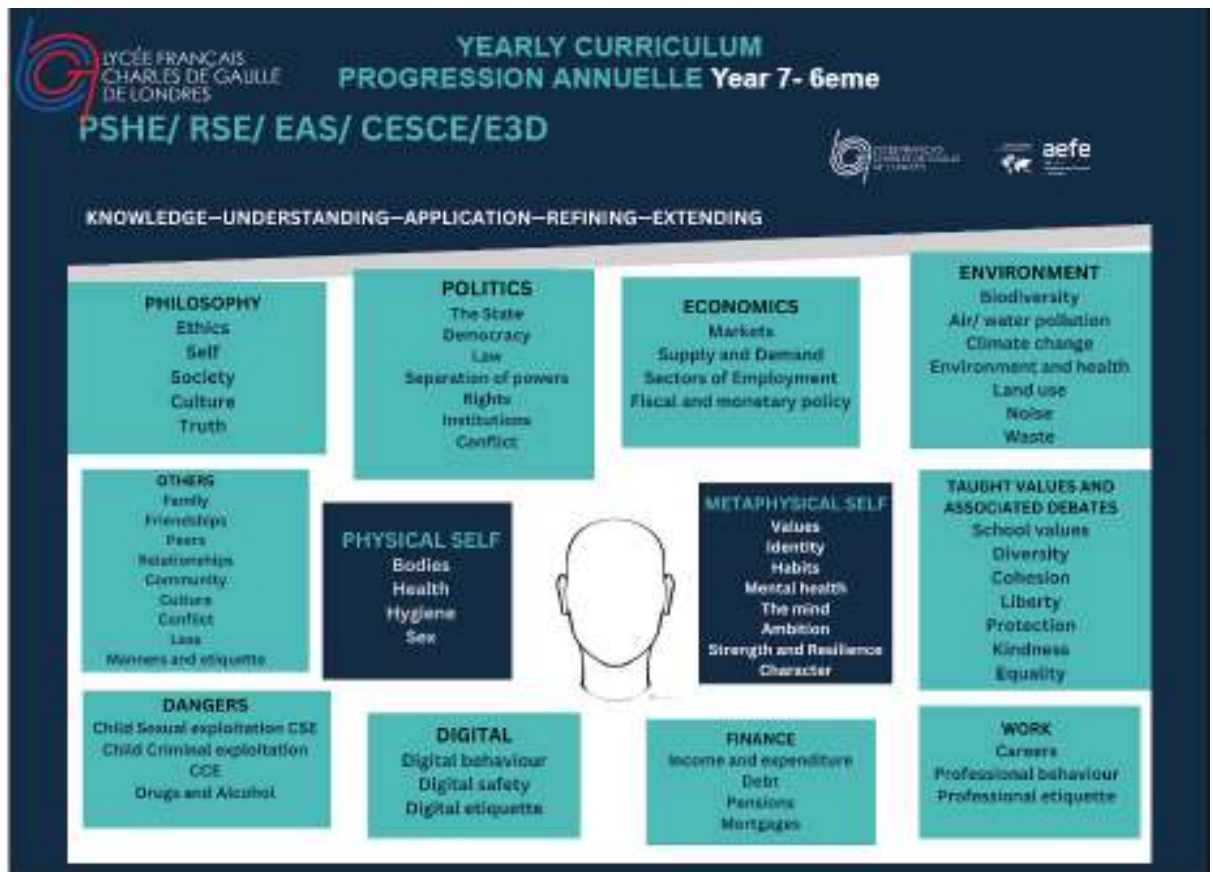
Y7- Recognising and building positive relationships

Y8- Healthy relationships

Y9- Relationships and sex education

Y11- Abuse in relationships, maintaining relationships, and sexual health

An overview of the programme for PSHE and RSE can be seen below:



The French National Curriculum's learning outcomes vary depending on the pupils' age and grade level. The French National Curriculum emphasises a spiral progression, where themes and topics are revisited and developed further as pupils grow older. This ensures that pupils have a strong foundation in the subjects listed below:

Personal and Social Education (*Éducation à la citoyenneté*) in France is taught across various subjects and age groups. The curriculum emphasises the development of social skills, responsible behaviour, and moral values, similar to the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

Sexual education (*Éducation à la sexualité*) is an essential part of the French curriculum, starting from primary school and continuing through secondary education. It focuses on topics such as reproductive health, consent, safe relationships, and family planning, which are also covered in the English Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

Emotional education (*Éducation à la vie affective et sociale*) aims to help pupils develop emotional intelligence, empathy, and self-awareness, corresponding to the Relationships Education, Relationships and Sex Education (RSE) and Health Education's focus on building strong relationships and promoting mental well-being.

Bullying prevention (*Prévention du harcèlement*) is an integral aspect of the French National Curriculum, with a strong emphasis on addressing and preventing bullying in schools. This aligns with the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance that seeks to create safe and nurturing environments for all pupils.

Online safety and responsible use of digital technology (*Éducation aux médias et à l'information*) are also part of the French curriculum. Pupils are taught about the potential risks and benefits of using digital tools and how to navigate online interactions safely and respectfully, which corresponds to the Relationships Education, Relationships and Sex Education (RSE) and Health Education's digital literacy and online safety component.

Health Education and Substance abuse prevention (*Éducation à la Santé et Prévention des conduites addictives*) is included in the French curriculum. It emphasises the promotion of healthy behaviours and also covers topics like the dangers of drugs, alcohol, and tobacco, as well as strategies for making healthy choices. This is in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance that discusses the impact of substance abuse on health and relationships.

Cycle 1 of the French National Curriculum is designed to help young pupils, aged 2 to 6, develop their social skills, emotional intelligence, and awareness of health and well-being. The curriculum is divided into several key areas to provide a comprehensive and age-appropriate introduction to relationships and health education. These areas aim to encourage the holistic development of the child, with a focus on creating a safe, nurturing, and supportive learning environment.

- Understand the notion of rights and duties
- Identify and express by regulating one's emotions and feelings
- Be able to listen and show empathy
- Respecting others
- Learn how to be positively part of a group
- Learn the principles of good communication
- Developing self-esteem
- Personal hygiene
- Working together

Cycle 2 of the French National Curriculum focuses on the foundation of basic skills and the development of pupils aged 6 to 8. The curriculum is divided into different subject areas, with Health Education and Relationships forming an essential part of the pupils' overall development. This aspect of the curriculum aims to foster a sense of well-being, respect, empathy, and healthy lifestyle habits among pupils. Through various activities and learning experiences, pupils will develop an understanding of their own bodies, emotions, and the importance of maintaining healthy relationships.

- Becoming conscious of the notion of rights and duties -Politeness
- Respect of others
- Collaborative working
- Personal hygiene
- Eating a balanced diet
- Keeping safe and what to do in an emergency
- Internet safety (to always use the internet in the presence of an adult)
- Road safety
- Symbols of the French Republic: flag, meaning of the colours

Cycle 3 of the French national curriculum focuses on consolidating and deepening the knowledge and skills acquired in the previous cycles. It covers pupils from CM1 (equivalent Y5) to 6ème (equivalent Y7), which corresponds to the ages of 9 to 12. In this cycle, pupils are expected to develop critical thinking, autonomy, and responsibility. Health education and relationships play a vital role in fostering these attributes while ensuring the holistic development of the pupils.

- Politeness and respect of others
- Collective life: personal liberty contrasted with living in a society
- Safety
- First aid
- Road safety
- Using the Internet safely
- Responsibility for one's actions
- Respect of shared values
- Rights and duties
- Identifying and understanding the importance of fundamental texts and symbols of the French Republic and the European Union
- Rejecting discrimination
- Representative democracy
- The legal system
- National solidarity
- Understanding how the French nation was formed
- Cultural diversity in a political context and the construction of the E.U.
- Francophone communities: language and culture

In both Cycle 4 (ages 12 to 15) **and Lycée** (ages 15-18), the French National Curriculum emphasises the importance of personal, social, and health education, as well as emotional and social development. The key learning outcomes aim to equip pupils with the knowledge and skills they need

to navigate various aspects of their lives, fostering well-rounded individuals who can contribute positively to society.

- The aims and organisation of the School
- Education: a right, a liberty, a necessity
- The rights of minors
- Organisation of the local authority ("la commune") and democratic decision-making - Citizenship and local figures
- Equality: a republican principle
- Discrimination
- Collective and individual responsibility to reduce inequalities
- Collective and individual rights
- Justice is the guarantor of law abidance
- Safety: a public power organised by the State to ensure collective rules are respected and to fight against breaches of these
- The values, principles and symbols of the French Republic
- Nationality, French citizenship and European citizenship
- Public opinion and the Media

4. Economics education

In France, economics education is primarily found within the *Enseignement Moral et Civique* (EMC), which translates to "Moral and Civic Education," and the *Sciences Économiques et Sociales* (SES), which translates to "Economic and Social Sciences." Both subjects are a part of the French secondary school curriculum, with EMC taught from secondary school (*collège* and *lycée*) and SES mainly taught in the *lycée*.

Components of the French National Curriculum that correlate with the economics strand in English PSHE are as follows:

a) Enseignement Moral et Civique (EMC)

- Responsible consumption and production: pupils learn about the impact of consumer choices on society and the environment.
- Financial literacy: pupils are introduced to the basics of personal finance, such as budgeting, saving, and responsible spending.
- Understanding taxation and public services: pupils learn about the role of taxes in financing public services and infrastructure.

b) Sciences Économiques et Sociales (SES)

- Basic economic concepts: pupils learn about supply and demand, market equilibrium, and the role of prices in resource allocation.
- Economic agents and their roles: pupils study the roles of households, businesses, and the government in the economy.

- Labour market: pupils explore the functioning of the labour market, including concepts like unemployment, wages, and labour force participation.
- Income distribution and social inequalities: pupils analyse the causes and consequences of income inequalities and the role of the government in addressing them.
- Economic growth and development: pupils learn about the factors that drive economic growth and development, as well as the challenges and opportunities associated with globalisation.

5. Sex Education

Learning objectives for sexual education in Lycée aim to provide pupils with the knowledge, skills, and values needed to navigate their relationships and sexual health responsibly and safely.

Please refer to the School's RSE policy and government guidelines below

6. How is PSHE delivered?

PSHE is delivered in a cross-curricular way or through lessons. Pupils' learning in PSHE is fundamentally improved by a positive ethos in the School. All activities in the School contribute to the ethos through initiatives such as the *Conseil des Élèves*, *Conseil de la Vie Collégienne*, and *Conseil de la Vie Lycéenne*, and extra-curricular activities. Effective teaching of PSHE involves a range of teaching strategies, including group work, debate, role-play, visits and the use of visitors and external speakers. The School has a full time teacher in the secondary school dedicated to design, delivery and monitoring of PSHE/RSE according to our safeguarding data and community needs

PSHE provides opportunities for links with Literacy, for example pupils listen to and read stories that enable them to consider other people's lives and experiences. They research issues through a range of non-fiction texts and other written sources and use writing and debating skills to express their views. The PSHE programme should be delivered through a wide range of opportunities:

- Communication activity
- Information technology
- Consideration of moral and social dilemmas to debate
- Participation in decision making processes, including involvement in the School Council - Understanding local, national and international organisations
- Understanding environmental issues

The School has a PSHE committee which meets twice yearly and includes staff across associated disciplines, pupils, parents and leadership to ensure the programme is pertinent to the school community and needs. Local borough representatives such as members of the safeguarding partnership and safer schools officers are also invited to these events.

7. British approach

Although the School must implement the French curriculum, the School works hard to incorporate work also on British values, culture and democracy by organising educational trips, welcoming visitors to the School, and by teaching some key elements of British History and of British political institutions. These values are included in the School's monthly community newsletter in conjunction with the French *Agence pour l'Enseignement Français à l'Étranger* values of Liberty, Equality, Fraternity and Laïcité.

Teachers organise a wealth of educational trips throughout the year to museums, galleries and key buildings in London. The School welcomes official British visitors to come and talk to the pupils and also visits local public services.

The PSHE lead across the French Section and primary liaison is Andrew Jones: ajones@lyceefrançais.org.uk

The PSHE lead/ co-ordinator across the British Section is Amy Fletcher: afletcher@lyceefrançais.org.uk

Please find below links to the PSHE/ RSE planning across our whole school

Primary:

https://drive.google.com/drive/folders/1kc3KV6Ug8bc0sdMMMxvup3DPazzuX_28?usp=drive_link

Collège:

<https://drive.google.com/drive/folders/1MV8wLEkaYrUjV5Li3gfac8xrjbo-jt6J?usp=sharing>

Lycée:

https://drive.google.com/drive/folders/1OIfa5v0Z8crBCaa6cMZGMI2tPGL09VpK?usp=drive_link

Links

PSHE Association Programme of study for KS1-5

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

Jigsaw

<https://jigsawpshe.online/welcome>

Relationships and Sex Education

Compulsory teaching of RSE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website

<https://sexwise.fpa.org.uk/>

Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary:
<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers
https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

Mental health

Mental health and emotional wellbeing lesson plans from PSHE Association
<https://pshe-association.org.uk/topics/mental-health#resources-preview>

MindEd educational resources <https://www.minded.org.uk/>

Online safety

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages
<https://www.gov.uk/government/publications/education-for-a-connected-world>

Sexting advice from UKCCIS for schools
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs <https://www.thinkuknow.co.uk/>

Drugs and alcohol

Teacher training on drugs, alcohol and tobacco
<https://www.gov.uk/government/publications/teacher-training-drugs-alcohol-and-tobacco>

Extremism and radicalisation

Prevent Agenda
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation
<http://www.educateagainsthate.com/>