

CFBL PSHCE¹ POLICY

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Aims of the School

At CFBL, we aim to achieve not only high academic standards, but also to create an atmosphere of mutual trust, tolerance and friendship among all staff and pupils. It is our aim for pupils to develop into responsible, healthy, self-confident and aware individuals, who possess a good sense of what is morally right. We encourage a positive, caring attitude towards other people and an appreciation of the diversity and richness of other cultures.

We aim to instil high standards of personal and collective behaviour, and pupils should understand the necessity of rules and the need to abide by these for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. We aim to transmit a philosophy in which each individual makes the most of their and others' human potential for the wider good of the world around us.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Pupils are encouraged to value themselves and others and to know how their actions and behaviour can affect others. We encourage pupils to be self-motivated and proactive, to contribute actively in our democracy, to contribute to our community (both that of the School and beyond) and to help safeguard our environment.

What is PSHCE?

PSHCE is the teaching of personal, social, health and citizenship education. The subject fosters personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and to become an active and responsible citizen in the wider society.

Through PSHCE, at CFBL 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
- Engage pupils in charity work
- 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

¹ Personal, social, health and citizenship education policy

- 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 student council meetings, class meetings, whole school meetings, and health education and citizenship councils
- 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
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- 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
- 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, paying particular regard to the protected characteristics set out in the 2010 Act; 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

Teaching and Learning PSHCE at CFBL

The curriculum for PSCHE is based on two key prongs:

1. 'Le SOCLE COMMUN des Connaissances et de Compétences et de culture' (2016) is the programme of Knowledge and Skills established by the French Government, which sets out what all pupils must know and master by the end of their obligatory schooling.
2. Les Programmes de l'Éducation Nationale, the French equivalent of the National Curriculum.

1. The Socle Commun divides a child's obligatory schooling into 3 phases or 'paliers'. These phases each conclude at the end of Year 4 (CE2), Year 7 (6ème) and Year 10 (3ème) respectively. 'Paliers' are composed of five skill sets, which include *humanist culture*, *social and civic skills* and *autonomy and initiative*. These evolve in increasing complexity as the pupil moves through the school. The Socle Commun programme over-arches the French National Curriculum.

Palier 1: (evaluated end of Year 4)

Social and Civic Skills

- Knowing the principles and basis of social and civic life
- Having responsible behaviour

Palier 2: (evaluated end of Year 7)

Social and Civic Skills

- Knowing the principles and the basis of social life and civility
- Being a responsible student

Autonomy and Initiative

- Relying on good work habits to be autonomous
- Showing initiative
- Managing one's body and practising an athletic or artistic activity

Palier 3: (evaluated end of Year 10)

Humanist Culture

- Having knowledge and references

- Situating civilizations in time and space
- Showing sensitivity, using critical thinking and having curiosity

Social and civic skills

- Knowing the principles and the basis of social life and civility
- Being a responsible student

Autonomy and Initiative

- Playing an active part in one's professional development
- Being able to engage intellectual and physical resources in various situations
- Showing initiative

2. Les Programmes de l'Éducation Nationale are the equivalent of the National Curriculum and are divided into 'Cycles' or key stages:

- Cycle 1 encompasses Petite Section Maternelle to Grande Section Maternelle
- Cycle 2 for the purposes of CFBL encompasses CP to CE2 (Year 2 to Year 4)
- Cycle 3 encompasses CM1 to 6^{ème} (Year 5 to Year 7)
- Cycle 4 encompasses Collège (Yrs 8 – 10)
- Programmes for each 'Cycle' include a section entitled Enseignement moral et Civique (EMC), the French equivalent of PSHE.

A brief summary of PSHE content for each Cycle in these programmes is as follows:

Cycle 1:

- Understand the notion of rights and duties
- Identify and express by regulating one's emotions and feelings.
- Be able to listen and show empathy.
- Respect of 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

- 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

- 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

Cycle 4

- The aims and organisation of the college
- 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 principal
- 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, principals and symbols of the Republic
- Nationality, French citizenship and European citizenship
- Public opinion and the Media

How PSHCE is delivered at CFBL?

PSHCE is delivered in a cross-curricular way or through lessons to deliver a unit of work. Pupils' learning in PSHCE is fundamentally improved by a positive ethos in the school. All activities in the school contribute to the ethos through initiatives such as the School Council, assemblies and extra-curricular activities. Effective teaching of PSHCE involves a range of teaching strategies, including group work, debate, role-play, visits and the use of visitors and outside agencies.

PSHCE 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 PSHCE 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

-Building our School community through initiatives such as *Radio Recré*, our school radio station, or the Student Life Committee (Conseil des élèves comprised of students from the Primary and Secondary schools, created in 2018)

CFBL on British Soil

Although CFBL 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.

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 (Mayor of Camden, Police officers...) and also visits local public services.

The Secondary Curriculum implemented at CFBL contains topics regarding British History and Culture in addition to the French National Curriculum such as:

- Remembrance day
- Suffragettes and votes for women
- The Magna Carta Heritage
- British Institutions
- British elections
- Houses of Parliament
- Symbols, flags and national anthems

Equal Opportunities

The School's policy on equal opportunities and racial equality applies to PSHCE. Where appropriate, teaching materials and activities should reflect the cultural and ethnic diversity of society. Stereotyping in terms of ethnicity, race and gender should be avoided. A pupil's religious and cultural background will always be respected. For more details on this, please see our Equal Opportunities Policy.

Pastoral care

The health, happiness and wellbeing of our pupils are CFBL's primary concerns. The site offers a safe and secure environment for pupils to learn and interact. In the dining room, pupils are encouraged to eat a balanced meal to help their concentration and to keep energy levels high. Pupils are given regular opportunities to drink water throughout the school day. Families are informed promptly should there be any concerns about a pupil's eating habits.

In the playground, supervisors and teachers are vigilant for pupils who seem lonely and try to integrate them into games. The school nurse looks after pupils feeling unwell and treats injuries, keeping families informed should there be any concerns. Class teachers are watchful for any changes in pupils' behaviour and attitude. S/he will talk to the pupil about why they seem sad or worried and if s/he feels it necessary, will inform the parents.

Extra-curricular learning (optional)

We offer a wide variety of after school clubs. The running of Clubs is currently suspended due to the COVID 19 pandemic.

For early years and primary school pupils, we also offer every school day a homework club and a crèche (before and after school), together with an afternoon club on Wednesdays (Klub House).

Monitoring and Evaluation of PSHCE

Provision for PSHCE is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning by Senior Management
- Regular reviews at a year group and Cycle level of programmes taught

Last review by management 06.10.2021