

Collège Français Bilingue de Londres  
("CFBL" or the "School" or "we")

**CFBL PSHE<sup>1</sup> POLICY**

Authorised by:	The Board of Governors of CFBL
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*This policy must be read in conjunction with our RSE Policy, Curriculum Policy, Child Protection & Safeguarding Policy, Health & Safety Policy and SEND Policy.*

**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.

In accordance with the DfE statutory guidance (2021), the teaching of PSHE at CFBL incorporates all required elements of Relationships Education, Relationships and Sex Education (RSE) and Health Education appropriate to pupils' ages. This includes learning about families, respectful relationships, online interactions, safeguarding, physical health and mental wellbeing.

**What is PSHE?**

PSHE is the teaching of personal, social, health and economic 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 PSHE, at CFBL we aim to:

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<sup>1</sup> Personal, social and health education policy

- 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
- **Promote pupils' mental wellbeing and teach strategies for managing emotions, stress and relationships.**
- 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
- 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 PSHE at CFBL

The curriculum for PSHE is completed by two key components from the French curriculum:

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'Education 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 civil 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'Education 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<sup>ème</sup> (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) and EVARS program, the French equivalent of PSHE.

**Comparison between PSHE and EVARS**

Although PSHE and EVARS arise from different national systems, they are built on highly similar foundations. The UK PSHE curriculum is structured around three core themes: **Health and Wellbeing**, **Relationships**, and **Living in the Wider World**.

EVARS (Éducation à la Vie Affective, Relationnelle et Sexuelle), taught across maternelle, élémentaire and collège, is organised around three parallel areas: **(1) Se connaître, vivre et grandir avec son corps**, **(2) Rencontrer les autres et construire des relations, s'y épanouir**, and **(3) Trouver sa place dans la société, y être libre et responsable**. These three pillars map closely to the aims of PSHE.

- **"Se connaître, vivre et grandir avec son corps"** (Getting to know oneself, living in and growing with one's body) aligns with PSHE's *Health and Wellbeing* theme by developing pupils' self-awareness,

confidence, understanding of their bodies, emotional literacy, personal safety, and ability to make informed and healthy choices.

- **“Rencontrer les autres et construire des relations, s’y épanouir”** (*Meeting others and building relationships, and thriving within them*) mirrors PSHE’s *Relationships* theme, teaching pupils how to build respectful, safe and fulfilling relationships, understand consent, recognise emotions in others, prevent discrimination or violence, and communicate effectively.
- **“Trouver sa place dans la société, y être libre et responsable”** (*Finding one’s place in society, and being free and responsible within it*) corresponds to PSHE’s *Living in the Wider World* theme, supporting pupils in understanding equality, rights and responsibilities, civic values, inclusion, respect for diversity, and their role as active, responsible members of society.

Because these structures are so closely aligned, integrating EVARS principles throughout our PSHE curriculum allows CFBL to meet the expectations of both the French and UK frameworks. Pupils receive a coherent, age-appropriate and culturally bilingual programme that supports their wellbeing, emotional development, social awareness and preparation for life as responsible, confident young citizens.

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

**CYCLE 1 (Maternelle / Early Years)**

**Aligned PSHE–EVARS–EMC topics**

**1. Knowing oneself, living and growing with one’s body (EVARS 1 / PSHE Health & Wellbeing)**

- Naming emotions and identifying feelings
- Basic emotional regulation
- Knowing one’s body (private vs public parts in a safeguarding context)
- Personal hygiene and healthy routines
- Awareness of personal boundaries and privacy
- Early understanding of safety (safe adults, saying “no”, recognising discomfort)

**2. Meeting others & building early relationships (EVARS 2 / PSHE Relationships)**

- Listening skills and turn-taking
- Empathy and recognising emotions in others
- Respect for others and their differences
- Positive participation in group life
- Cooperation, sharing, helping behaviours
- Understanding types of relationships (friends, trusted adults)
- Early prevention of unkind behaviour / exclusion

**3. Finding one’s place in society (EVARS 3 / PSHE Living in the Wider World)**

- Understanding simple rules and why they exist
- Participating in class routines
- Early citizenship: belonging to a class and school community
- Respect for the environment (classroom care)
- Beginnings of fairness / equality
- Introducing children’s rights (very basic level)

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**CYCLE 2 (CP–CE2 / Years 2–4)**

**Aligned PSHE–EVARS–EMC topics**

**1. Knowing oneself and growing with one’s body**

- Expanding emotional vocabulary and emotional regulation strategies

- Body changes (very basic, age-appropriate)
- Autonomy in personal care and hygiene
- Understanding personal space and privacy
- Early notions of consent (“I can say stop”; respecting others’ “stop”)
- Safety: emergencies, basic first aid, safe vs unsafe situations

## **2. Meeting others and building relationships**

- Respect and politeness
- Understanding friendship dynamics (positive vs unhealthy behaviours)
- Managing conflicts and problem-solving
- Respect for differences (gender, culture, abilities)
- Understanding teasing, bullying and what to do
- Introduction to inclusion and empathy
- Cooperation and collective responsibility
- Digital safety foundations (adult supervision online)

## **3. Finding one’s place in society**

- Rights and responsibilities of pupils
- Rules in school and why democracies have laws
- Symbols and principles of the Republic (EMC) + British values (contextualisation)
- Diversity, equality, fairness
- Environmental awareness and simple stewardship actions
- Understanding local community (services, helpers)

## **CYCLE 3 (CM1–6ème / Years 5–7)**

### **Aligned PSHE–EVARS–EMC topics**

#### **1. Knowing oneself and growing with one’s body**

- Puberty and physical/emotional changes
- Mental wellbeing: stress, emotions, coping strategies
- Self-esteem, identity and personal strengths
- Personal safety including recognising harmful situations
- Consent in an age-appropriate non-sexual context (respecting boundaries)
- Healthy habits (sleep, nutrition, exercise)
- Introduction to risks: screens, gaming, substances (age-appropriate)
- First aid basics

#### **2. Meeting others and building relationships**

- Healthy vs unhealthy friendships and relationships
- Respect, empathy, inclusion, combating discrimination
- Equality (gender, cultural, social)
- Conflict management and assertive communication
- Prevention of bullying, cyberbullying and online risks
- Respect for privacy and personal data
- Understanding stereotypes and challenging prejudice
- Team participation, leadership and collaboration

#### **3. Finding one’s place in society**

- Rights and duties; democratic values
- Understanding citizenship (French and British contexts)
- Secularism and respect for others’ freedoms

- Social cohesion: rejecting discrimination (racism, antisemitism, anti-LGBT, etc.)
- Media awareness, critical thinking
- Responsibilities within the school community (e.g., student council)
- Environmental responsibility
- Role of public institutions in both countries

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#### **CYCLE 4 (Collège / Years 8–10)**

##### **Aligned PSHE–EVARS–EMC topics**

##### **1. Knowing oneself and growing with one's body**

- Physical and psychological changes of adolescence
- Mental health, stress, emotional challenges
- Body image and self-esteem
- Respecting one's body, autonomy, understanding sexual maturity
- Sexual health foundation concepts (age-appropriate, aligned with EVARS and UK RSE)
- Risk-taking behaviours: substances, peer pressure
- Safe use of digital technology (sexting, porn literacy, harmful content)

##### **2. Meeting others and building relationships**

- Healthy romantic and friendship relationships
- Consent (legal, ethical, emotional dimensions)
- Equality and respect in relationships
- Preventing violence, harassment and sexual harassment
- Online relationships and digital responsibility
- Understanding manipulation, coercion and control
- Diversity, inclusion and anti-discrimination education
- Communication skills, decision-making and assertiveness

##### **3. Finding one's place in society**

- Democratic participation and civic responsibility
- Rule of law, freedoms and human rights
- Public institutions (French and British) and citizenship education
- Confronting discrimination, extremism and radicalisation
- Ethical decision-making and social responsibility
- Role of media and critical digital literacy
- Community engagement and volunteering

Environmental and social risk awareness

##### **How PSHE is delivered at CFBL?**

PSHE teaching incorporates and complements statutory RSE content delivered in line with UK guidance and the French national curriculum.

PSHE is delivered in a cross-curricular way or through lessons to deliver a unit of work. Deputy heads for Primary and Secondary, along with the pastoral care team composed of the PSHE teacher for secondary, SENCO, Nurse, and our D&I officer, meet at the start of the year to update [the yearly workshops](#) that organise and supplement the curriculum.

At the start of each school year, the PSHE curriculum is presented to parents and submitted for approval to the School Council.

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 School Council, assemblies 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 outside agencies.

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
- 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
  
- Black History Month

### **Equal Opportunities**

The School's policy on equal opportunities and racial equality applies to PSHE. 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. For early years and primary school pupils, we also offer a homework club and a daycare (before and after school), together with an afternoon club on Wednesdays (Klub House).

## **Monitoring and Evaluation of PSHE**

Provision for PSHE 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

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Last review by management and the AOI trustees: January 2026

## **Document Owner and Approval**

The Deputy Head to the Primary School is the owner of this document and is responsible for ensuring that it is reviewed in line with the School's policy review schedule.