

LYCÉE INTERNATIONAL DE LONDRES

WINSTON CHURCHILL

(The “School”)

Policy #15a: Personal, Social, Health and Economic Education (PSHE)

Mission

Through a rigorous, bilingual programme and innovative methods, we educate students to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Our values are excellence, creativity, integrity, awareness and community.

In support of these values we are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed and an orderly atmosphere. All pupils should care for and support each other.

Introduction

Lycee International de Londres Winston Churchill aims to achieve not only high academic standards, but also to create an atmosphere of mutual trust, tolerance and trust among all staff and students, in which everyone feels safe and supported.

It is our aim for students to develop into principled, responsible, healthy, self-confident and respectful individuals. We encourage a positive, caring attitude towards others and a genuine appreciation for the richness of the various cultures.

We aim to instil high standards of personal and collective behaviour, and students 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 recognize acceptable behaviour and provide opportunities to celebrate students' 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 students and their families.

Students are encouraged to value themselves and others and to understand how their actions and behaviour can affect others. We encourage students 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.

1. What is the Personal, Social, Health and Economic Curriculum (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 we aim to:

- provide a curriculum that is balanced and broadly based;
- promote opportunities for all students to enjoy learning and to achieve high standards and develop self-confidence and self-esteem;
- encourage students to persevere with difficult tasks;
- provide a safe environment and encourage respect for property and our surroundings;
- promote students' spiritual, moral, social and cultural development;
- Enable students to develop their self-knowledge, self-esteem and self-confidence
- prepare all students for the opportunities, responsibilities and experiences of life;
- enable students to develop positive relationships with other members of the School and wider community;

- engage students in charity work;
- enable students to express preferences, communicate needs and make informed choices;
- prepare students for adult life in which they have the greatest possible degree of autonomy;
- increase students' awareness and understanding of their environment and of the world;
- encourage students to explore, to question and to challenge, to gain knowledge and understanding to play an effective role in public life;
- enable students to learn about British culture and key historic moments in addition to the French core curriculum;
- encourage students 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 students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students 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 students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling students 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 Equality 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.
- We prohibit the promotion of personal political views in the classroom teaching of any subject. We take reasonable steps to ensure that students are given a balanced presentation of opposing viewpoints, when political issues are brought to the attention of students during school, extra-curricular activities provided and organised by the school, school promotion, and distribution of promotional material.

2. Teaching and Learning PSHE

In addition to a counselling service with a student-centred approach, social and emotional education is delivered to all School students. These classes vary per

grade and are designed to address the student's particular stage of physical and emotional development at each level.

We are a registered member of the PSHE association which provides resources for all key stages and cycles: <https://www.pshe-association.org.uk>

Our PSHE is based on two key approaches:

1. 'Le SOCLE COMMUN de Connaissances et de Compétences' (2005)* is the programme of Knowledge and Skills established by the French Government, which sets out what all students 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 programme over-arches the French National Curriculum.

Palier 1: (evaluated end of Year 3) Social and Civic Skills

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

Palier 2: (evaluated end of Year 6) 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
- 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

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

Primary Section

Cycle 1 encompasses Petite Section Maternelle and Moyenne Section Maternelle (PreReception and Reception)

Cycle 2 encompasses GSM to CE2 (Yrs 1- 4)

Cycle 3 encompasses CM1 to 6eme (Yrs 4 - 7) *

Secondary Section

Collège (Yrs 7- 10)

Lycée (Yrs 11-13)

Programmes for each 'Cycle' include a section entitled 'Instruction Civique et Morale' (the French equivalent of PSHE) which informs the design of our own Personal, Social, Health and Economic education Curriculum.

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

1. Cycle 1

Early years: link to documentation [here](#)

2. Cycle 2

GS: Feelings and emotions; Healthy lifestyles; Keeping safe; Rights and responsibilities

CP: Feelings and emotions; Healthy Relationships; Healthy Lifestyles; Rights and responsibilities; Money Matters

CE1: Healthy relationships; Growing and changing; Rights and responsibilities; Taking care of the environment

CE2: Healthy relationships; Growing and changing; Rights and responsibilities; Keeping safe; Money matters

Main topics:

- Becoming conscious of the notion of rights and duties
- Children's rights
- 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

3. Cycle 3

CM1: Feelings and emotions; Healthy relationships; Growing and changing; Taking care of the environment; Money matters

CM2: Healthy relationships; Growing and changing; Keeping safe; Taking care of the environment

Main topics:

- Politeness and respect of others
- Collective life: personal liberty contrasted with living in a society
- Children's rights
- Safety
- First aid
- Road safety and street smarts
- 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

4. Secondary Section:

the main topics covered in PSHE are:

- The aims and organisation of our School

- Education: a right, a liberty, a necessity
- 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, principles and symbols of the Republic
- Nationality, French citizenship and European citizenship
- Public opinion and the Media

6ème / Year 7 : Personal identity and learning styles; Risks: tobacco and alcohol/ online safety; Healthy lifestyles; Economic understanding; Assertiveness

5ème / Year 8 : Relationships: roles and identities; Diversity; Risks: cannabis / online safety; Enterprise skills

4ème / Year 9 : Prejudice; Sexual identity; Risks: eating disorders/ online safety; Self-esteem and assertiveness

3ème to Lycée / Year 10 to 13 (Upper Secondary): Multiple intelligences and ways of learning; Coping with stress; Risks: Emotional and mental health/ online safety; Personal finance; Developing personal identity for career progression; Healthy and unhealthy relationships/online safety, Healthy lifestyles: taking responsibility.

*Revision for policy change September 2016 envisaged: the new socle commun for 2016 : Décret n° 2015-372 du 31 mars 2015 relatif au socle commun de connaissances, de compétences et de culture.

3. Specific PSHE lessons delivered by Learning Specialist and Social and Emotional Counsellor

Our Learning specialist and Social and Emotional Counsellor(s) provides individual and group guidance for the School students on academic and emotional issues.

In Primary we have an art therapy group which operates on a weekly basis, as well as a [playground buddy training programme](#) to help participants learn listening and empathy skills, whilst also helping less confident children integrate and develop friendships.

In Secondary we offer a Communications Opening Minds class which operates on a weekly basis and incorporates aspects of communication skills and mindfulness.

A three-week stress management course for senior lycée students and staff introduces participants to Cognitive Behavioural Therapy, mindfulness meditation and art therapy techniques on a rolling basis.

Across collège and lycée the [Peer Counselling Programme](#) trains volunteer students in counselling skills and psychological theory to offer supervised support to their peers across the School. The [Peer tutor programme](#) also supports a sense of community and empathy for other students.

Parent and carer sessions and feedback also inform and enhance the social and emotional curriculum as an important link to pertinent issues within the School community, e.g. conferences on dyslexia, positive discipline.

We offer regular parent and carer coffee mornings. The Wellbeing team gives a presentation on a specific educational issue, aspect of physical and/or psychological wellbeing, or a research development followed by a discussion. Responses to the outcome of these meetings are used to inform and refine the content of the curriculum.

The Wellbeing Department may also invite presenters for students, teachers, parents and carers on particular issues that may come up in the life of the School or relevant to age groups such as personal safety and security, Health care providers etc.

4. How PSHE is delivered

PSHE is delivered in a cross-curricular way or through discrete lessons, assemblies or workshops to deliver a unit of work. Students' 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 extracurricular 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 students 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
- Black History day
- Diversity Week
- Anti-bullying week
- Mental Health awareness week

5. British Values

Although the School must implement the French curriculum, the School also incorporates work on British values, culture and democracy by organising educational trips, welcoming visitors to the School, and by teaching key elements of British Values, History and British political institutions. Teachers organise a range of educational trips throughout the year to museums, galleries and key buildings in London. We actively promote the core British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

The School welcomes official British visitors to come and talk to the students (Mayor of Brent, Camden, Police officers, members of Brent Council) and also visits local public services. For further details, please see the list of LIL day trips, residential trips and visitors' list. The School subscribes to First News to allow students to cultivate an interest in what is happening in the UK and abroad. Events such as Remembrance Day are commemorated in a bi-cultural way with children making poppies and 'bleuets' (cornflowers) for a whole-School memorial display. The Secondary Curriculum implemented at LIL includes topics regarding British history and culture in addition to the French National Curriculum such as:

- Remembrance Day
- Women's Rights: Suffragettes and vote for women
- Inclusiveness
- NHS creation
- The Magna Carta Heritage

- British Institutions
- British elections
- Houses of Parliament
- Symbols, flags and national anthems.

6. Equal Opportunities

The School's policy on equal opportunities and racial equality applies to all aspects of the life of children and adults at LIL. As often as possible, teaching materials and activities should reflect and celebrate the cultural, social, lifestyle, and ethnic diversity of society. Students are taught to reject stereotyping in terms of ethnicity, race, gender, and life preferences in general, and to respect each other's religious and cultural background. For more details on this, please see our Equal Opportunities Policy.

7. Healthy Habits

The health, happiness and wellbeing of our students are LIL's primary concerns. The site offers a safe and secure environment for students to learn and interact. In the dining room, students are served a variety of food to educate their taste and encouraged to eat a balanced meal to help their concentration and to keep energy levels high. Lunch in the canteen is part of the social education of the School, which encourages good practice such as hygiene, manners and behaviour. Parents and carers are informed promptly should there be any concerns about a student's eating habits. Students are given regular opportunities to drink water throughout the School day. In the playground, supervisors and teachers are aware of safety issues, but also look out for students who seem lonely and devise strategies to integrate them into games.

The School nurse looks after students who feel unwell and treats injuries, keeping families informed should there be any concerns. Class teachers are watchful for any changes in students' behaviour and attitude. He/she will talk to the student about why they seem sad or worried and if he/she feels it necessary, will inform the parents and carers.

Extra-curricular Learning|: We offer a wide variety of after School clubs in the arts, sport and languages. We also offer a homework club and "garderie" after School.

8. 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.

Curriculum

<https://docs.google.com/spreadsheets/d/1QPzu0H5SaDNsNbR0KOKG0SjVhXUJB97ebrwUns-dFkk/edit?usp=sharing>

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Policy reviewed in:

- March 2023
- November 2022
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