

PSHE & RSE Policy

1. Introduction

Personal, Social, Health & Economic Education (PSHE) is concerned with the emotional health, wellbeing and welfare of the children in our school. PSHE & RSE enable children to become effective learners and support them as they move from childhood through adolescence to become independent young people and effective citizens.

In September 2021, the school introduced a new hybrid PSHE (Personal, Social, Health and Economic Education) and *Education Moral et Civique* teaching programme. This flows from an existing EMC programme but now makes up a more formulated structure.

We are acutely aware of the way that the PSHE programmes support many of the principles of SAFEGUARDING and links closely to the schools' Safeguarding Protocols and forms part of our pupils' Social, Moral, Spiritual and Cultural development.

Children grow up in a complex and ever faster changing world, and are exposed to an increasing range of influences.

The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first-time educators' of their children; schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

The skills knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value the family unit as one of the foundations of a civilised society, and a firm basis for the nurturing of children
- Understand the principles of our society and democracy
- Value their role as a contributing member of a democratic society
- Take pride in our county and our country and in our nation's great institutions, its traditions, heritage and history
- Take an equal pride in their country of origin, its traditions, heritage and history, most notably France
- Respect the rule of law and encourage others to do so

- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and their importance in our history, culture, language and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations.

2. Intent

Our INTENT is to guide children to be global citizens in a diverse society and prepare them for the opportunities, responsibilities and experiences for later life.

The School is committed to increasing the learning opportunities for its children and to raising standards. We use our PSHE/EMC programme to complement our aims and values.

As a school, our intent is to build a PSHE and RSE curriculum, which develops learning, and results in the acquisition of knowledge and skills, enabling children to access the wider curriculum, work collaboratively with others and make a positive contribution to the life of the school.

This revised programme also takes into account the need to formalise content for our younger pupils, which means that as part of the Maternelle programme focusing on 'Living together'. We now introduce pupils, from a young age, to the wider spectrum of concepts to aid their growth and development, in tune with their emotions, personal strengths and sense of belonging whilst starting to instil in them the values of tolerance, respect and kindness.

Our PSHE/EMC curriculum strongly considers both French and English curricula meaning it allows for a curriculum that meets the needs of our pupils and is in line with our school vision.

We aim to:

- Provide a curriculum that is balanced and broadly based
- Provide opportunities for all children to build resilience and develop self-confidence
- Promote children's spiritual, moral, social and cultural development
- Prepare all children for the opportunities, responsibilities and experiences of life
- Enable children to interact and communicate with a wide range of people
- Enable children to express preferences, communicate needs, make choices and decisions and choose options that other people act on and respect
- Prepare children for adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and dependence on each other
- Increase children's awareness and understanding of their environment and of the world.
- Encourage children to explore, to question and to challenge
- Equip pupils to lead a healthy lifestyle
- To teach pupils how to keep themselves safe at home and outside of the home
- To teach pupils how to be safe online

3. Implementation

To meet these needs we have put in place a new curriculum for all year groups from Maternelle to CM2. This has been designed by an accredited PSHE consultant, familiar with both curricula. This was subsequently moderated by school leaders.

The programme will continue to be evaluated as it is implemented and reviewed by teachers.

The teaching of PSHE/EMC is mandatory and primary teachers have a 45min/one-hour slot per week that allows them to deliver the programme effectively.

There is however, no dedicated slot in Maternelle as teaching of PSHE topics is covered through the class' projects (project-base pedagogy where all learning areas are intertwined).

The nature of PSHE however means that many aspects can be actively taught during and across other subject areas. Teachers can also deliver aspects of the curriculum to address issues that arise in class for example friendships and online safety.

The school encourages teachers to ensure that the teaching of personal and moral development filter through lessons and school life in a natural way, building pupils' confidence and raising awareness at every opportunity.

The teaching of our hybrid PSHE/EMC programme, updated and formalised since September 2021 forms an integral part of our curriculum.

The 3 main areas of learning covered, as taken from the EMC programme, are:

- 1) Respecter autrui
- 2) Acquérir et partager les valeurs démocratiques
- 3) Construire une culture civique

These are interlinked with the 3 main areas of the PSHE/RSE curriculum:

- 1) Relationships
- 2) Health & Wellbeing
- 3) Living in the Wider World

As part of our school ethos and bilingual identity, sessions are delivered in either French or English on a rotational basis.

The following key points of successful implementation must be highlighted:

- Assemblies offer the ideal chance for classes to share class discussions with the wider school community, which are often directly linked to PSHE topics.
- Workshops on anti-bullying, online safety, philosophy, emotion and sensory awareness all form part of the broader curriculum.
- School trips and visits also allow for more enrichment opportunities. Involvement in charities also expose pupils to broader needs and issues around the world.
- The programme is closely entwined with the school's PASTORAL care practices where each class has a 'sharing box' available for all pupils in order to ask for help or request

discussion points. Confidential sessions are available for anyone wishing to discuss more sensitive concerns with a qualified DSL/ senior member of staff.

- The formal weekly session is therefore the minimum requirement expected in order to ensure we prepare our pupils as responsible and resilient global and digital citizens of the future.
- We expect teachers to use a PSHE programme to equip pupils with an age-appropriate, sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions and to recognise the importance of their own mental health and well-being.

Relationship and Sex Education

Our PSHE curriculum will incorporate an age appropriate understanding of RSE, and as clearly set out in statutory guidance for primary schools, has made a deliberate choice to only teach RELATIONSHIP education as set out in the statutory guidance and not sex education which is mainly aimed at secondary pupils. Sex education will only be taught as part of the Science curriculum as set out in the French CM2 curriculum.

The Relationship Education parts of the PSHE curriculum are aimed at enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

A balanced range of teaching strategies is needed to provide for the effective delivery of citizenship for all children. To ensure that children are actively involved in preparing to play an active role as citizens, they should progressively have opportunities to:

- **Take some responsibility for their own learning**, by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved and learning how to set targets to establish next steps
- **Explore and discuss topical issues**, including taking part in group and class discussions relevant to their own lives, their school and wider communities and issues of global concern, and beginning to explore how issues affect others in the world
- **Participate in groups of different sizes and composition**, taking on leadership as well as membership roles, sharing the responsibility for group decisions and contributing to the decision-making processes of the class and school
- **Find information and advice**, and learn to provide information to others
- **Work with adults other than teachers**, using visits and visitors appropriately, meeting and talking to people from, for example, environmental groups and services, local, national or international voluntary organisations, and people who work in the school and neighbourhood, such as health professionals, emergency service professionals, and local councillors and MPs

4. Roles and responsibilities

The Senior Leadership Board are responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The Heads are responsible for:

- Reviewing the PSHE/EMC Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE/EMC education.

5. Impact

Our curriculum is aimed at teaching our pupils to know their rights and responsibilities and how to become citizens who contribute and who do not just consume.

We teach our pupils values of friendship, respect and love for themselves, others and their environment.

The impact of teaching our pupils how to look after themselves and their community within an ever-changing, ever-increasing complex world, is just as, if not more important than academic achievement because our pupils' wellbeing and academic success are closely linked to their strong sense of value as an individual, and as a member of society.

We strongly believe that the pupil who achieves well academically will also demonstrate a strong sense of the above-mentioned values and skills of balance, strong mental health, well developed executive skills and resilience, which inevitably will have led to the academic fulfilment of his/her potential.

6. Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

7. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

HEADS will meet with staff to discuss the teaching of any topics that they might find challenging and give advice and training if required.

Progress and understanding will be monitored through discussion and observation.

8. Equal opportunities

- For the purposes of this policy, discrimination means treating people less favourably than other on the grounds of their age, sex, marital status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or religious beliefs, whether this be by direct or indirect by applying a provision, criterion or practice, which disadvantages such persons.
- The school does not promote any form of partisan political views in the teaching of any subject in the school.

9. Monitoring and review

- This policy will be reviewed by the HEADS on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.
- The next scheduled review date for this policy is SEP 2024.

Last reviewed: September 2023