

Update : March 2024

## PSHCE policy / RSE addendum

### 1. Description of the School

Ecole Jacques Prévert is a primary school for girls and boys aged 3-11. There is a wide cultural mix and varied family backgrounds.

### 2. Aims

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

The school curriculum should aim to promote pupils' moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other and play a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

This policy will be implemented on the basis of both the "Parcours citoyen" and the "Parcours éducatif de santé" of the French curriculum, while furthermore taking into account the British aspects of curriculum to complement pupils' learning in this field :

- <https://eduscol.education.fr/1558/le-parcours-citoyen-de-l-eleve>
- <https://www.education.gouv.fr/le-parcours-educatif-de-sante-11786>

### 3. Rationale

#### *The importance of Personal Social and Health and Citizenship Education*

Personal, Social and Health and Citizenship Education (PSHCE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They are encouraged to respect and tolerate those with different faiths and beliefs. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life, learning and democracy.

The school is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

For the purposes of this policy, discrimination means treating people less favourably than others on the grounds of their age, sex, marital status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or religious beliefs, whether this be direct or indirect by applying a provision, criterion or practice, which disadvantages such persons.

#### **4. The Framework for PSHCE**

- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Social and moral responsibility.
- Community involvement
- Political literacy
- 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
- 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
- Inform about rights, responsibilities, duties and freedoms and about laws, justice and democracy
- Encourage pupils to explore, to question and to challenge, to gain knowledge and understanding to play an effective role in public life
- To enable pupils to learn about British culture and key historic moments in addition to the French core curriculum
- To encourage pupils to participate in school life through formal meetings including student council meetings "Conseil des élèves", and class meetings.
- To support the teaching of Fundamental British Values

#### **5. Forms of Curriculum Provision**

PSHCE and Citizenship cannot always be confined to specific timetabled time as it is firmly embedded throughout the curriculum.

At Ecole Jacques Prévert, PSHCE and Citizenship is delivered within a whole school approach which includes:

- Curriculum time (History, institutions, biology, sports activities)
- Teaching PSHCE and Citizenship through and in other subjects/curriculum areas (e.g. school trips, broader class or school projects involving several subjects)

- Through PSHE and Citizenship activities and school events (e.g. visits from Police and to Fire Station, events related to history or citizenship)

French curriculum in relation to PSHE and Citizenship :

**Circulaire n° 2016-092 du 20-6-2016 - LE PARCOURS CITOYEN DE L'ELEVE**

[https://www.education.gouv.fr/bo/16/Hebdo25/MENE1616142C.htm?cid\\_bo=103533](https://www.education.gouv.fr/bo/16/Hebdo25/MENE1616142C.htm?cid_bo=103533)

**Circulaire n° 2016-008 du 28-1-2016 – MISE EN PLACE DU PARCOURS EDUCATIF DE SANTE POUR TOUS LES ELEVES**

[https://www.education.gouv.fr/bo/16/Hebdo5/MENE1601852C.htm?cid\\_bo=97990](https://www.education.gouv.fr/bo/16/Hebdo5/MENE1601852C.htm?cid_bo=97990)

## **PROGRAMMES DE L'ÉCOLE MATERNELLE**

<https://eduscol.education.fr/83/j-enseigne-au-cycle-1>

### **CYCLE 1 – MS, GS**

**Cf. 3. Une école où les enfants vont apprendre ensemble et vivre ensemble**  
**Cross-curricular approach**

## **PROGRAMMES DE L'ÉCOLE ÉLÉMENTAIRE**

<https://www.education.gouv.fr/programmes-et-horaires-l-ecole-elementaire-9011>

### **CYCLE 2 – CP, CE1, CE2, page 5 / Domaine 3 LA FORMATION DE LA PERSONNE ET DU CITOYEN**

[https://cache.media.education.gouv.fr/file/30/62/2/ensel169\\_annexe1\\_985622.pdf](https://cache.media.education.gouv.fr/file/30/62/2/ensel169_annexe1_985622.pdf)

### **CYCLE 3 – CM1, CM2, page 4 / Domaine 3 LA FORMATION DE LA PERSONNE ET DU CITOYEN**

[https://cache.media.education.gouv.fr/file/30/05/0/ensel169\\_annexe2V2\\_986050.pdf](https://cache.media.education.gouv.fr/file/30/05/0/ensel169_annexe2V2_986050.pdf)

### **CYCLES 2 et 3 – PROGRAMMES D'ENSEIGNEMENT MORAL ET CIVIQUE**

[https://www.education.gouv.fr/bo/18/Hebdo30/MENE1820170A.htm?cid\\_bo=132982](https://www.education.gouv.fr/bo/18/Hebdo30/MENE1820170A.htm?cid_bo=132982)

## **6. Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- School Council (preparatory activities).
- Drama and role-play
- Assessment, Recording and Reporting

'Le SOCLE COMMUN de connaissances, de compétences et de culture' and the "PROGRAMMES de l'Éducation Nationale" sets the 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:

### **SOCLE COMMUN**

[https://www.education.gouv.fr/bo/15/Hebdo17/MENE1506516D.htm?cid\\_bo=87834#socle\\_commun](https://www.education.gouv.fr/bo/15/Hebdo17/MENE1506516D.htm?cid_bo=87834#socle_commun)

### **PROGRAMMES**

<https://www.education.gouv.fr/programmes-scolaires-41483>

## 7. French Education on British Soil

Although Ecole Jacques Prévert must implement the French curriculum, the School works hard to incorporate work 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 (ie police officers, fire brigade...). Events such as Red Nose Day or national celebrations are commemorated in a bi-cultural fashion.

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

- ✓ Victorians
- ✓ Second World War
- ✓ Suffragettes and votes for women
- ✓ Tudors
- ✓ Rights and duties
- ✓ British Institutions
- ✓ Houses of Parliament
- ✓ Symbols, flags and national anthems
- ✓ The rule of law in social life

## 8. Extra-curricular learning

Ecole Jacques Prévert offers morning/after school and homework clubs.

## 9. Parents Association

A very active Parents Association (APEEF) organises activities for parents and the school. It organises fundraising activities (for example participation in a circus project) through Christmas fairs, bread sales and other activities. It also organises conferences about educational matters.

## 10. Other related policies

- Cohesion Policies
- Child Protection
- Equal Opportunities
- Behaviour & Discipline
- Health and Safety
- Special Needs
- Bullying

Ref:

*National Curriculum non-statutory guidance KS1/2  
(2000). Initial Guidance KS1 and 2.  
LEA Guidance - see Website.*

*Improving the spiritual, moral, social and cultural (SMSC) development of pupils, DfE,  
French curriculum (Education nationale française)*

The school is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

## **Relationship and sex education (RSE) addendum**

A new mandatory curriculum was implemented in Jacques Prévert school starting during the 2020-2021 school year.

This curriculum is related to both the “Parcours citoyen” and the “Parcours éducatif de santé” of the French curriculum, while taking into account the full British compulsory Relationships education curriculum for primary schools :

- <https://eduscol.education.fr/1558/le-parcours-citoyen-de-l-eleve>
- <https://www.education.gouv.fr/le-parcours-educatif-de-sante-11786>
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

This policy addendum aims to define the Relationships Education at Ecole Jacques Prévert, setting out the subject content, how it is taught and who is responsible for teaching it, as well as how Relationship Education is monitored and evaluated. Included in this document is information to clarify why parents *do not* have a right to withdraw their child. This policy has been produced by the safeguarding and pastoral deputy head and head teacher, in consultation with the **Comité de gestion** (governing board) and parental body (parents' representatives in the "Conseil d'école") and will be kept under regular review.

### **Content and Resources**

Relationships Education is taught as part of the Parcours Citoyen (Citizenship Journey), EMC (Moral and Civic Education), Science, Parcours éducatif de santé (Health education) and through the French and British Values. Content is taught both discreetly and overtly by form teachers, through workshops and, in some year groups and where appropriate, by subject specialists. Content is delivered age-appropriately.

We utilise a variety of resources targeted at young people to complement teaching in the classroom, including from Public Health England, Rise Above and the PSHE Association. Staff at Jacques Prévert assess resources carefully to ensure they are appropriate for the age and maturity of pupils, are sensitive to their needs, and are medically accurate.

Through our teaching, we aim to foster in pupils an understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment, to help ensure that pupils treat each other well and go on to be respectful, benevolent and kind adults. We focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Teachers start with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From maternelles, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. As pupils progress through Jacques Prévert, they learn to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From Moyenne Section, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

As soon as pupils are able to understand it, they are taught that the principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. From CM2, teachers include content for pupils on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Staff understand that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Teachers take care to ensure that there is no stigmatisation of children based on their home

circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Our approach is rooted in the knowledge that a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'values' – "valeurs" or our "Learning Superpowers" – "super pouvoirs") in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice by instilling our Learning Super Powers of Safe and Sound, Autonomy, Benevolence, Respect and Effort and the teaching of the British and French Values. Teachers plan opportunities for young people to undertake social action, active citizenship and voluntary service to others locally and more widely.

Teachers also use Relationships Education as a vehicle for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through careful conversations about safeguarding including the NSPCC PANTS campaign in the Maternelle, our pupils are equipped with the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies and what is in their pants is private. Teaching and learning includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Through this, pupils know how and where to seek advice when they suspect or know that something is wrong. These subjects complement Science and Health Education and form part of our comprehensive programme and whole school approach to support safeguarding of children.



Jacques Prévert's wider curriculum, including Science, covers aspects of relationships and health, including puberty. The science curriculum includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The transition phase before moving to secondary school supports our pupils' ongoing emotional and physical development, tailored to the age and the physical and emotional maturity of our pupils, ensuring that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

### **Coverage by the end of primary curriculum at Jacques Prevert School :**

#### **Families and people who care for me**

Pupils will know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong, bearing in mind that in England and Wales, marriage is available to both opposite and same sex couples and that the marriage ceremony can be either civil or religious.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- how respectful relationships relate to our Learning Superpowers: bienveillance et respect (benevolence and respect)

#### **Caring friendships**

Pupils will know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- how respectful relationships relate to our Learning Superpowers : bienveillance et respect (benevolence and respect)

### **Respectful relationships**

Pupils will know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults
- how respectful relationships relate to our Learning Superpowers : bienveillance et respect (benevolence and respect)

### **Online relationships**

Pupils will know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online
- how online relationships relate to our Learning Superpowers : santé et sécurité (safe and soundt)

### **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other source
- how online relationships relate to our Learning Superpowers : santé et sécurité (safe and sound)

### **Accessibility and Removing Barriers to Learning**

Staff at Ecole Jacques Prévert ensure that the Relationships Education is delivered in such a way that it is accessible to all our pupils, including those with SEND. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships Education and RSE is particularly important for these pupils; in planning, these factors are taken into consideration in designing and teaching Relationships Education.

### **Working with parents/carers and the wider community**

We know that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. This is why we work closely with our parents, sharing assessment and learning through newsletters, reporting and through the Conseil d'école.

Through consultation with the **Comité de gestion** (governing board of parents) and the elected *parents' representatives* ("*délégués*" au Conseil d'école), parents are given the opportunity to understand the purpose and content of our Relationships Education. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase our confidence in the Relationships Education curriculum.

### **The right to withdraw**

According to statutory guidance from the DfE, and given that we only teach the statutory, compulsory elements, parents *do not* have a right to withdraw their child from any aspect of Relationships Education.

### **Relation of this policy addendum to statutory guidance, acts and legal requirements**

This policy addendum pays due regard to The Equality Act 2010 and schools departmental advice, in particular the Public sector equality duty (PSED) (s.149 of the Equality Act). In producing this policy and associated schemes of work and resources, we have been mindful of the SEND Code of Practice. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

### **Sexual Violence and Sexual Harassment**

At Ecole Jacques Prévert, sexual violence and sexual harassment are not taught to pupils. However, all staff are aware that sexual violence and sexual harassment are unacceptable, will never be tolerated and are not an inevitable part of growing up. Any case or report of sexual violence or sexual harassment would be taken seriously.

### **Working with external agencies**

Where we feel that it will enhance our pupils' learning, we may work with carefully- vetted external organisations ensuring that the teaching delivered by the visitor fits with our planned programme and published policy and that the content is age-appropriate and accessible for all our pupils. The Pastoral Deputy Head and form teachers will review materials visitors will use as well as a lesson plans, in advance so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). The Deputy Head will agree with the visiting company how confidentiality will work in any lesson and make sure that the visitor understands how safeguarding reports should be dealt with in line with Ecole Jacques Prévert's Safeguarding policy.

### **Managing difficult questions**

Pupils may ask their teachers questions pertaining to sex or sexuality which go beyond what is set out in our Relationships Education policy. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, therefore, we aim to answer these honestly and in an age-appropriate way. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Our teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups, paying careful attention to what is appropriate and inappropriate in a whole-class setting.

### **Safeguarding, reports of abuse and confidentiality**

At the heart of our Relationship Education, there is a focus on keeping children safe. Through careful teaching and due pastoral care, we allow pupils an open forum to discuss potentially sensitive issues. We ensure pupils know how to raise their concerns, and in the case of a disclosure, give age-appropriate information regarding how it will be handled. This includes processes when they have a concern about a friend or peer. Staff are fully-versed in KCSIE and associated updates and know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse.

Staff understand the need to maintain an appropriate level of confidentiality, only involving those who need to be involved, such as the Designated Safeguarding Lead, head teacher (DDSL) and children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Good practice involves the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. If necessary, they will engage trusted, high quality local resources, links to the police and other agencies. Where Jacques Prévert invites external agencies in to support delivery of Relationships Education, the DSL and related teachers agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is explained to pupils how confidentiality will be handled in a lesson and what might happen if they choose to make a report.