



# La Petite École Française

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## PSHE (Personal, Social, Health and Economic education) and (RSE) Relationship Sex Education policy

### PSHE Policy

#### Aims of the School

At La Petite École Française, 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.

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 pro-active, to contribute actively in our democracy, to contribute to our community and to help safeguard our environment.

#### 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. At PEF, 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
- 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 values, key British historic moments in addition to the French core curriculum
- Encourage pupils to participate in school life through formal meetings as pupils' council meetings.
- 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

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- Encourage respect for other people, playing particular regard to the protected characteristics set out in the 2010 Equality Act.

## Teaching and Learning PSHE at La PEF

The curriculum for PSHE is based on two key aspects:

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 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

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 encompasses CP to CE2 (Year 2 to Year 4)
- Cycle 3 encompasses CM1 to CM2
- Programmes for each 'Cycle' include a section entitled Enseignement moral et Civique (EMC), the French equivalent of PSHE.

A brief summary of PSCE 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

### **How PSHE is delivered at La PEF?**

PSHE is delivered in a cross-curricular way or through a discrete lesson to deliver a unit of work. Pupils' learning in PSHE is fundamentally improved by a positive ethos in the school. 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
- Understanding local, national and international organisations
- Understanding environmental issues

### **La PEF on British Soil**

Although La Petite École Française must implement the French curriculum, the School works hard to incorporate work also on British values, culture and democracy by organising educational trips, school trips, welcoming visitors to the school, and by teaching some key elements of British History and of British political institutions. Pupils are taught that laws are there to protect us. No staff members will express discriminatory views against race, religion, politics, skin colour, culture, gender, disability or sexual orientation.

Teachers organise many 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 RBKC, Police officers etc) and also visits local public services.

#### **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 is the primary concern of La PEF. 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 of pupils who seem lonely and try to integrate them into games. Class teachers are watchful for any changes in pupils' behaviour and attitude. They talk to the pupil about why he/she seems sad or worried and if necessary, the teacher will inform the parents.

#### **Extra-curricular learning (optional)**

We offer a wide variety of after school clubs.

## Relationship and Sex Education (RSE)

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**At the beginning of each academic year the parents are informed about the Relationship and Sex Education (RSE) curriculum and a consultation takes place to provide full transparency and ensure that the views of parents is taken into consideration.**

### **Rational and Ethos:**

This policy covers our school's approach to Relationship and Sex Education (RSE) within the curriculum. We define Relationship and Sex education as the fundamental building block and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is also about establishing personal space and boundaries, showing respect and understanding for themselves and others.

We ensure **Relationship and Sex Education (RSE)** is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing extra adult support and various teaching methods to suit all learners. We ensure RSE fosters gender equality and LGBT equality by challenging all forms of discrimination and bullying. As such, we are respectful as to how pupils would like to identify themselves, understanding that their sexual orientation and gender may be 'emerging'.

The intended outcomes of our programme are that pupils will:

- Know and understand key facts about Relationships Education.
- Understand that they have a right to voice their opinions respectfully and ask questions.
- Understand they have a responsibility to respect themselves and others.
- Develop the skills of critical thinking and questioning of information they hear.
- Develop the attributes of understanding, empathy and independent thinking.

### **Roles and Responsibilities:**

The RSE programme will be led by the class teachers. Teachers will receive RSE training during staff meeting time to support pupils with their understanding and reinforce good practise.

### **Legislation:**

We are required to teach RSE as part of PSHE. RSE is also part of the French Curriculum in EMC (Enseignement moral et civique ; Questionner le monde) and Science ; this informs our content. Current regulations and guidance from the Department for Education state that from September 2021, all schools must deliver relationships (in primary schools) and relationships and sex education (in secondary schools).

Our school curriculum covers relationships and health, including puberty. The English national curriculum and the French curriculum for science also 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 humans and some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The school needs to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the English and French national curriculum for science - how a baby is conceived and born.

Year 6/CM2 teachers present the detailed content of what will be taught to the parents at the start of the year during parents-meeting. In Year 6/CM2 human sexual reproduction is taught. In Year 5/CM1 animal reproduction is taught.

Teachers ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. They will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

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

Our RSE programme is an integral part of the French curriculum (Questionner le monde – Sciences – Enseignement Moral et Civique) and will cover the topics described above in the PSHE section as well as the topics below :

#### **• Cycle 1**

- Pupils respect similarities and differences between people.
- Pupils learn about the different emotions and feelings.
- Pupils learn about right and wrong and teasing.

#### **• Cycle 2**

- Pupils learn about animal life cycle.
- Pupils learn about healthy habits for our body (teeth, healthy food, physical activity, hygiene etc)

- Pupils learn about healthy relationship with others with both children and adults.
- Pupils learn about fair and unfair.
- Pupils learn about persistence.

• **Cycle 3**

- Pupils learn about human life cycle.
- Pupils learn about Online safety.
- Pupils learn about race and ethnicity, gender stereotypes.

**Year 6:** Pupils learn about how the body changes physically as they enter puberty and the associated emotions. Pupils learn to consider attitudes around gender stereotyping and sexuality. Pupils learn about conception and pregnancy. Pupils learn about menstruation. Pupils recap what the physical, emotional and behavioural aspects of puberty are. Pupils learn about human reproduction in the context of the human lifecycle. Pupils learn to ask and answer questions about RSE with understanding and confidence.

Our RSE programme is inclusive of all children, needs and abilities. We will ensure RSE is matched to the needs of our pupils by listening to pupil voice and taking into account the needs and prior knowledge of every child through prior assessment.

**Safeguarding:**

Teachers are aware that effective RSE, which brings and understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. They are aware that they need to inform the children that they cannot keep any disclosures confidential. Teachers will consult with the designated safeguarding lead and in her absence, her deputy.

**Monitoring and Evaluation of PSHE and RSE**

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

- Monitoring of teaching and learning by the Head Teacher
- Regular reviews at a year group and Cycle level of programmes taught

**More detailed information on how Relationship and Sex Education (RSE) and Health Education is taught in the French Curriculum:**

The focus in primary school (maternelle and élémentaires) is 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.

This starts in Cycle 1 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 the beginning of “maternelle” school, 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.

From the beginning, 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 should enable 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.

The principles of positive relationships also apply online especially as, by the end of Year 6 – CM2, 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.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Care needs to be taken 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.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes 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 should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Through school life, Moral and civic education and sciences, French school teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This can be delivered by focusing on boundaries and privacy,

ensuring children understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

## By the end of primary school

### Families and people who care for me

Pupils should 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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

Pupils should 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

### **Respectful relationships**

Pupils should 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

### **Online relationships**

Pupils should 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

### **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 sources

### **Sex Education**

The French national curriculum for science 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 human reproduction (sex education).

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the French national curriculum for science - how a baby is conceived and born.

French primary schools communicate with parents before the final year of primary school about the detailed content of what will be taught. Schools ensure that their teaching and materials are appropriate having regard to the age of their pupils. Schools will also recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.