

PSHCE POLICY (PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION)

1 POLICY AIMS

École Jeannine Manuel UK ("the School") aims to create an atmosphere of warmth, respect, trust and understanding among all staff and pupils, while promoting learning, a growth mindset, well-being, social and emotional development and personal fulfilment.

The School's mission statement informs and inspires the PHSCE aims and its curriculum:

To promote international understanding through the bilingual (French – English) education of a multicultural community of students, the fostering of pedagogical innovation, and the exploration of best practices in the context of an ever-changing global environment.

This mission statement is the foundation of the School's identity and defines the fundamental values that guide our pupils and stakeholders.

Pupils living and learning amongst an international community of their peers develop an acute, positive sense of the rich diversity that surrounds them. This appreciation leads pupils to embrace cultural differences and, at the same time, helps them forge their own identities by recognising, in sharper contrast, their own cultural roots, more clearly perceived in an international context than would be the case in a homogeneous setting. International understanding is thus reinforced by self-awareness. The knowledge of and appreciation for one's own cultural grounding and beliefs helps, in turn, to build a strong sense of self, which further promotes the ability to embrace the diversity of the School community.

The School believes that its bilingual, bicultural curriculum contributes to the exploration of the different perspectives and the plurality of cultures that the fertile tension between our two languages illustrates and conveys.

It is our aim for pupils to develop into responsible, healthy, aware individuals, who possess a strong sense of what is morally right and embrace the cultural diversity reflected at the School and in the wider community.

We aim to foster high standards of personal and collective behaviour for the good of everyone. School rules encourage pupils to develop the capacity for self-discipline, to learn to act with consideration for others and to discover what is acceptable behaviour in school and as a member of the wider community.

All adults should model and encourage expected behaviour, 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 understand the political and legal institutions and principles that guide our democratic societies and to participate in and contribute actively to our community (both that of the School and beyond).

2 WHAT IS PSHCE?

PSHCE is the teaching of personal, social, health and citizenship education. The subject fosters spiritual, moral, social and cultural (SMSC) and overall personal development as well as the health and well being of each pupil, to help him/her to create and maintain supportive relationships and to become an active and responsible citizen in the wider society.

3 PRINCIPLES OF THE FRENCH NATIONAL CURRICULUM (FNC)

The FNC Moral and Citizenship Education (“*Éducation Morale et Civique* (EMC)”) is founded upon principles and values expressed in the Universal Declaration of Human Rights (UDHR – 1948), the United Nations Convention on the Rights of the Child (UNCRC – 1989) and the French Constitution of the Fifth Republic (1958).

The EMC curriculum assumes that education at school should be both rigorous and benevolent, that it should promote self-esteem and self-confidence, both essential to the individual development of all pupils. The curriculum aims to promote the shared foundational values of the French Republic: **liberty, equality, fraternity, religious neutrality, solidarity, a spirit of justice, respect and the rejection of all forms of discrimination**, regardless of individual faith, beliefs or lifestyle choices. In its delivery, teachers are meant to encourage autonomy, critical thinking and cooperation, while precluding discrimination or exclusion among pupils and preventing extremism.

The EMC curriculum aims to prepare pupils to live together in a free and open democratic society. To do so, the curriculum aims to develop several essential principles, including:

- Autonomy – To enable pupils to articulate and defend their ideas and choices, to think and act independently, but also together with others;
- Discipline – To enable pupils to understand and recognize the validity of norms and rules that regulate individual and collective behaviour and to act accordingly; and
- Coexistence of Freedoms – To enable pupils to recognise the plurality of opinions, faiths, beliefs and lifestyles in an open society.

The FNC prescribes that the EMC should benefit from dedicated instruction time, but that it should not be reduced to independent content taught alongside other disciplines. Rather, EMC should be viewed as integral to all learning, curricular, co-curricular and trans-disciplinary.

4 INTEGRATING BRITISH VALUES INTO THE FRENCH NATIONAL CURRICULUM (FNC)

While respecting the aims and content of the FNC, the School is committed to integrating British values into its PSHCE curriculum. The School believes that the aims and values expressed in the French EMC curriculum are profoundly congruent with those articulated in such Department for Education publications as Improving The Spiritual, Moral, Social And Cultural (SMSC) Development Of Pupils – Departmental Advice For Independent Schools, Academies And Free Schools (DFE-00271-2013) together with its November 2014 supplement, as well as Promoting Fundamental British Values As Part Of SMSC In Schools (DFE-00679-2014).

The School further believes that while many values and aims are shared, not only by the UK and France, but also universally (for example in the UNESCO charter, the UDHR and the UNCRC), comparing and contrasting their expression in our two country’s institutions, traditions and laws enriches our pupil’s learning experience and promotes a greater depth of understanding than would a single perspective.

The School is therefore unequivocally committed to, “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”¹.

¹ www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

5 PSHCE CURRICULUM AIMS

The PSHCE curriculum is balanced and broadly based, integrating British values as well as the FNC prescriptions for its EMC programme. Through PSHCE, we aim to promote pupils' spiritual, moral, social and cultural development. To do so the School will do all it can to:

- Enable pupils to develop self-knowledge, self-esteem and self-confidence;
- Enable pupils to develop positive relationships with other members of the School and wider community;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- Encourage pupils to persevere with difficult tasks;
- 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 distinguish right from wrong and openly consider moral dilemmas from the earliest age (EYFS);
- Enable pupils to understand that while different people may legitimately hold different views as to what is 'right' and 'wrong', all people living in England are subject to the laws of the land;
- Encourage pupils to participate in school life through formal meetings and, at the appropriate age, pupil government;
- Inform about rights, responsibilities, duties and freedoms and about laws, justice and democracy;
- Engage pupils in social enterprise and/or community service;
- Encourage pupils to explore, to question and to challenge, to gain knowledge and understanding to play an effective role in public life;
- 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 and in France;
- 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 acquire a broad general knowledge of and respect for public institutions and services in England and in France, as well as European and international institutions (European Union, United Nations, etc.); and
- Enable pupils to learn about English history and culture in connection with the French core curriculum so that pupils may achieve a native proficiency in French and in English as well as a deep appreciation for literature in both languages yielding a strong base of connected references in the cultural capital of both languages.

6 TEACHING AND LEARNING PSHCE

PSHCE is delivered through discrete lessons and Well Being sessions in the Primary School, where teaching PSHCE from Nursery onwards is an integral and strong component of FNC requirements.

In the Secondary School, PSHCE learning is central to form periods and EMC classes, debates and conferences, but also in a cross-curricular way, in the humanities and trans-disciplinary projects.

Where History is concerned, for example, the School's aim is to follow the French curriculum, taught in French and English and enriched by, "a coherent knowledge and understanding of Britain's past and that of the wider world." This does not entail the mere juxtaposition of French and English curriculum content, adjusted—if need be—for matching timeframes; rather, it calls for a deeper enrichment taking into account the "aims" of the National Curriculum in England and nurturing cross-cultural perspective.

As an "International Section" within the French educational framework, the School chooses an enriched French History-Geography curriculum, taught—in English—by English teachers who necessarily bring their own perspective to the historic themes explored. An illustration of the resulting learning opportunities might be, in Year 8, to compare and contrast the French strengthening of royal power trending towards absolute monarchy with the theme of the emergence of the power of Parliament from Magna Carta onward.

Effective teaching of PSHCE involves a range of teaching strategies, including group work, debate, visits and the use of visitors and outside educational resources.

At an early age, PSHCE provides opportunities for links with literacy, for example by listening to and reading stories that picture other people's lives and experiences. Pupils research issues through a range of non-fiction texts and other written sources and use writing and debating skills to express their views.

Although the School must implement the French curriculum, we are committed to promoting British values, culture and democracy as well by organising educational trips, welcoming visitors to the school, and by teaching key elements of British History and of British political institutions. The School organises a wealth of educational trips throughout the year to museums, galleries and key buildings in London, as well as visits to local councils, Parliament, and engaged contacts with those in political or local office. The School also welcomes British officials to come and talk to pupils.

Finally, PSHCE is also embedded in many co-curricular activities, after school clubs and international exchange programs with our corresponding schools around the world, for example through our Debate Club.

7 PRECLUDING THE PROMOTION OF PARTISAN POLITICAL AND RELIGIOUS VIEWS

The School's mission statement entails strict political and religious neutrality. This neutrality is also explicit in the French « *Enseignement moral et civique* (EMC) » curriculum as well as in The Education (Independent School Standards) Regulations 2014, which “precludes the promotion of partisan political views in the teaching of any subject in the School.”

This does not mean that teachers should avoid discussion, of an age-appropriate nature, of contrasting political views or potential conflict between state law and religious law, and the implications for an individual.

The School will ensure that where political issues are brought to the attention of pupils while they are in attendance at the School or while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the School; they are offered a balanced presentation of opposing views.

8 EQUAL OPPORTUNITIES

The School's policy on equal opportunities and racial equality applies to PSHCE, as does its mission statement. Where appropriate, teaching materials and activities reflect the cultural and ethnic diversity of society. Stereotyping in terms of ethnicity, race and gender will be avoided. A pupil's religious and cultural background will always be respected. For more details on this, please see our Equal Opportunities Policy.

9 MONITORING AND EVALUATION OF PSHCE

Provision for PSHCE is monitored and reviewed on a regular basis.