

Update : June 2017
Review : June 2018

PSHCE (EMC) policy

Description of the School

Ecole Jacques Prévert is a primary school for girls and boys aged 4-11. There is a wide cultural mix and varied family backgrounds.

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.

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.

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.

The Framework for PSHCE

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.
5. Social and moral responsibility.

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.

6. Community involvement
7. Political literacy
8. Provide a curriculum that is balanced and broadly based
9. Promote opportunities for all pupils to enjoy learning and to achieve high standards and develop self-confidence and self-esteem
10. Encourage pupils to persevere with difficult tasks
11. Enable pupils to develop positive relationships with other members of the school and wider community
12. Engage pupils in charity work
13. Enable pupils to express preferences, communicate needs and make informed choices
14. Prepare pupils for adult life in which they have the greatest possible degree of autonomy
15. Increase pupils' awareness and understanding of their environment and of the world
16. Inform about rights, responsibilities, duties and freedoms and about laws, justice and democracy
17. Encourage pupils to explore, to question and to challenge, to gain knowledge and understanding to play an effective role in public life
18. To enable pupils to learn about British culture and key historic moments in addition to the French core curriculum
19. To encourage pupils to participate in school life through formal meetings including student council meetings, and class meetings.

Forms of Curriculum Provision

PSHCE and Citizenship cannot always be confined to specific timetabled time.

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

- Curriculum time (History, institutions)
- Teaching PSHCE and Citizenship through and in other subjects/curriculum areas (school trips)
- Through PSHCE and Citizenship activities and school events (visits from Police and to Fire Station)

Please refer to the French Curriculum (in the list of policies) :

- Cycle 1 (Maternelle Moyenne and Grande Sections): It is not taught separately in the Maternelle Classes but embedded into one cross-curricular approach
- Cycle 2 (CP, CE1, CE2) : Page 5
- Cycle 3 (CM1, CM2) : Page 56

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 des Connaissances et de Compétences' and the "Programmes de l'Education 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.

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

Extra-curricular learning

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

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.

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, 2

