



## **PSHCE Policy: Social and Emotional Curriculum**

### **Aims of the School**

At CERENE, 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 students in which everyone feels safe and supported.

It is our aim for students to develop into principled, responsible, healthy, self-confident and aware individuals. We encourage a positive, caring attitude towards other people and a genuine appreciation of the diversity and richness of other cultures.

We aim to instil high standards of personal and collective behaviour, and students 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 recognize acceptable behaviour and provide opportunities to celebrate students' work and achievements. We aim to transmit a philosophy in which each individual makes the most of their and others' human potential for the wider good of the world around us. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families.

Students are encouraged to value themselves and others and to understand how their actions and behaviour can affect others. We encourage students to be self-motivated and proactive, to contribute actively in our democracy, to contribute to our community (both that of the School and beyond) and to help safeguard our environment.

The School is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

### **What is SEC (Social and Emotional Curriculum)?**

SEC is the teaching of personal, social, health and citizenship 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.

Through SEC we aim to:

- provide a curriculum that is balanced and broadly based;
- promote opportunities for all students to enjoy learning and to achieve high standards and develop self-confidence and self-esteem;
- encourage students to persevere with difficult tasks;
- provide a safe environment and encourage respect for property and our surroundings;
- promote students' spiritual, moral, social and cultural development;
- prepare all students for the opportunities, responsibilities and experiences of life;
- enable students to develop positive relationships with other members of the school and wider community;
- enable students to express preferences, communicate needs and make informed choices;
- prepare students for adult life in which they have the greatest possible degree of autonomy;
- increase students' awareness and understanding of their environment and of the world;
- encourage students to explore, to question and to challenge, to gain knowledge and understanding to play an effective role in public life;
- enable students to learn about British culture and key historic moments in addition to the French core curriculum;
- encourage students to participate in school life through formal meetings including class meetings and whole school 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 students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour and show initiative;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act; and 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.

## Teaching and Learning SEC

Our SEC is based on two key approaches:

1. 'Le SOCLE COMMUN des Connaissances et de Compétences' (2005)\* is the programme of Knowledge and Skills established by the French Government, which sets out what all students must know and master by the end of their obligatory schooling.
2. Les Programmes de l'Éducation Nationale, the French equivalent of the National Curriculum.

1. The Socle Commun programme over-arches the French National Curriculum.

Palier 1: (evaluated end of Year 3) Social and Civic Skills

- Knowing the principles and basis of social and civic life
- Having responsible behaviour

Palier 2: (evaluated end of Year 6) 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

Palier 3: (evaluated end of Year 10) Humanist Culture

- Having knowledge and references
- Situating civilizations in time and space
- Showing sensitivity, using critical thinking and having curiosity Social and civic skills
- Knowing the principles and the basis of social life and civility
- Being a responsible student
- Autonomy and Initiative
- Playing an active part in one's professional development
- Being able to engage intellectual and physical resources in various situations

2. Les Programmes de l'Éducation Nationale are the equivalent of the National Curriculum and are divided into key stages: CERENE enrolls pupils between 6 and 16 years of age, Year 2 to year 10.

A brief summary of content in these programmes is as follows:

Year 1-3

- Becoming conscious of the notion of rights and duties
- Children's rights
- 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

#### Year 4-6

- Politeness and respect of others
- Collective life: personal liberty contrasted with living in a society
- Children's rights
- Safety
- First aid
- Road safety and street smarts
- 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

#### Secondary, Year 7-10

- Education: a right, a liberty, a necessity
- The aims and organisation of our school
- Rights of minors
- Organisation of the local authority ("la commune") and democratic decision-making
- Citizenship and local figures
- Equality: a republican principal
- Discrimination
- Collective and individual responsibility to reduce inequalities
- Collective and individual rights
- Justice is the guarantor of law abidance
- Safety: a public power organised by the state to ensure collective rules are respected and to fight against breaches of these
- The values, principles and symbols of the Republic
- Nationality, French citizenship and European citizenship
- Public opinion and the Media

Following is a list of pertinent issues relating to students in Primary school:

Healthy relationships; Growing and changing; Rights and responsibilities; Taking care of the environment; Keeping safe; Money matters; Feelings and emotions;

Following is a list of pertinent issues relating to students in Secondary school:

Year 7 : Personal identity and learning styles; Risks: tobacco and alcohol/ online safety; Healthy lifestyles; Economic understanding; Assertiveness

Year 8 : Relationships: roles and identities; Diversity; Risks: cannabis / online safety; Enterprise skills

Year 9 : Prejudice; Sexual identity; Risks: eating disorders/ online safety; Self esteem and assertiveness

Year 10: Multiple intelligences and ways of learning; Coping with stress; Risks: Emotional and mental health/ online safety; Personal finance; Developing personal identity for career progression; Healthy and unhealthy relationships/on-line safety, Healthy lifestyles: taking responsibility.

### **How SEC is delivered at CERENE**

Students' learning in SEC is fundamentally improved by a positive ethos in the school. Effective teaching of SEC involves a range of teaching strategies, including group work, debate, visits and the use of visitors and outside agencies. SEC provides opportunities for links with literacy, for example students 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 SEC 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

Although the School implements the French curriculum, the School also incorporates work on British values, culture and democracy by organising educational trips, welcoming visitors to the school, and by teaching key elements of British History and British political institutions. Teachers will organise a range of educational trips throughout the year to museums, galleries and key buildings in London. We actively re-inforce the core British

values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

The school welcomes official British visitors to come and talk to the students (such as the Mayor of Brent, Camden, Police officers, members of Brent Council). The Secondary Curriculum to be implemented includes topics regarding British history and culture in addition to the French National Curriculum

### **Equal Opportunities**

The School's policy on equal opportunities and racial equality applies to all aspects of the life of children and adults. As often as possible, teaching materials and activities should reflect and celebrate the cultural, social, lifestyle, and ethnic diversity of society. Students are taught to reject stereotyping in terms of ethnicity, race, gender, and life preferences in general, and to respect each other's religious and cultural background. For more details on this, please see our Equal Opportunities Policy.

### **Healthy habits**

The health, happiness and wellbeing of our students are our primary concerns. The site offers a safe and secure environment for students to learn and interact. In the dining room, students are served a variety of food to educate their taste and encouraged to eat a balanced meal to help their concentration and to keep energy levels high. Lunch in the canteen is part of the social education of the school, which encourages good practice such as hygiene, manners and behaviour. Parents and carers are informed promptly should there be any concerns about a student's eating habits. Students are given regular opportunities to drink water throughout the school day. In the playground, supervisors and teachers are aware of safety issues, but also look out for students who seem lonely and devise strategies to integrate them into games.

The first aider looks after students who feel unwell and treats injuries, keeping families informed should there be any concerns. Class teachers are watchful for any changes in students' behaviour and attitude. S/he will talk to the student about why they seem sad or worried and if s/he feels it necessary, will inform the parents and carers.

### **Monitoring and Evaluation of SEC**

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

- Monitoring of teaching and learning by the Headmaster and the Proprietor.
- Regular reviews at a year group and Cycle level of programmes taught.

Policy written in July 2016.

Policy to be reviewed in July 2017.