

## LYCÉE FRANÇAIS CHARLES DE GAULLE DE LONDRES PSHE & RSE FRAMEWORK

**This framework will be reviewed at least every school year unless there is a change in legislation**

**Created:** April 2023

**Reviewed:** September 2024

**Next review:** September 2025

*This framework is publicly available on the School website and is available in hard copy on request*

## 1. Scope

This PSHE and RSE framework applies to all pupils of the School (including those pupils in the Early Years Foundation Stage (EYFS) (*maternelle*)).

## 2. Introduction

School Mission:

The school makes a simple and honest commitment: to offer each child the best conditions in which to realise their academic potential, to be able to develop and thrive in a peaceful environment and achieve the level of excellence required to access their desired course even at the most competitive universities. We nurture each individual with care and help them build self-confidence – this remains our pledge to our families as much today as it has been for over a century.

The school subscribes to and is guided by the PSHE Association, <https://pshe-association.org.uk/>, which is the National body for PSHE education and provides updated materials and guidance as recommended by the Department of Education legislation on PSHE and RSE education. An example of their resources can be seen below:

**Explore resources by topic**

|   |   |  |
|---|---|--|
| <p><b>Physical health</b></p> <p>Learning about physical health includes food choices, physical activity, balanced lifestyles, drugs and alcohol education, first aid, sleep and dental health.</p> | <p><b>Mental health</b></p> <p>Support your pupils to stay healthy and safe while equipping them to help others.</p>  | <p><b>Growing and changing</b></p> <p>Help your pupils understand and manage the physical and emotional changes that may happen during puberty.</p>                |
| <p><b>Personal safety</b></p> <p>Make sure your PSHE education helps children and young people to stay safe – online and offline.</p>   | <p><b>Relationships and sex education</b></p> <p>It's now compulsory to teach about relationships. This can be challenging, but we're here to help you know what to cover, and how.</p> | <p><b>Bullying and discrimination</b></p> <p>We can help you to address bullying and discrimination through PSHE education as part of a whole school approach.</p> |
| <p><b>Media and digital literacy</b></p> <p>Support your pupils to assess if information is trustworthy and to recognise misleading narratives.</p>   | <p><b>Money and careers</b></p> <p>Make sure your PSHE education fosters economic wellbeing and supports positive career choices.</p>   | <p><b>Community and responsibility</b></p> <p>Teach about the importance of community and people's responsibilities.</p>   |

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes:

Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 .

## 2. Table of Contents

This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the [DfE Careers Strategy](#).

The PSHE Association provides clear guidance across the Key stages, or cycles as detailed below:

## Key stages 1 and 2

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

|        | Autumn: Relationships  |  |   | Spring: Living in the wider world   |  |  | Summer: Health and Wellbeing  |  |  |
|--------|--|--|---|---|--|--|---|--|--|
|        | Families and friendships   | Safe relationships   | Respecting ourselves and others   | Belonging to a community  | Media literacy and digital resilience  | Money and work   | Physical health and Mental wellbeing  | Growing and changing   | Keeping safe   |
| Year 1 | Roles of different people; families; feeling cared for                       | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful   | What rules are; caring for others' needs; looking after the environment                         | Using the internet and digital devices; communicating online                     | Strengths and interests; jobs in the community   | Keeping healthy; food and exercise; hygiene routines; sun safety  | Recognising what makes them unique and special; feelings; managing when things go wrong                        | How rules and age restrictions help us; keeping safe online  |
| Year 2 | Making friends; feeling lonely and getting help                              | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information                    | What money is; needs and wants; looking after money  | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year   | Safety in different environments; risk and safety at home; emergencies                                   |
| Year 3 | What makes a family; features of family life                                 | Personal boundaries; safely responding to others; the impact of hurtful behaviour    | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite       | The value of rules and laws; rights, freedoms and responsibilities                              | How the internet is used; assessing information online                           | Different jobs and skills; job stereotypes; setting personal goals                               | Health choices and habits; what affects feelings; expressing feelings   | Personal strengths and achievements; managing and reframing setbacks   | Risks and hazards; safety in the local environment and unfamiliar places                                 |
| Year 4 | Positive friendships, including online                                       | Responding to hurtful behaviour; managing confidentiality; recognising risks online  | Respecting differences and similarities; discussing difference sensitively                        | What makes a community; shared responsibilities   | How data is shared and used  | Making decisions about money; using and keeping money safe                                       | Maintaining a balanced lifestyle; oral hygiene and dental care  | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life  |
| Year 5 | Managing friendships and peer influence                                      | Physical contact and feeling safe  | Responding respectfully to a wide range of people; recognising prejudice and discrimination       | Protecting the environment; compassion towards others   | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies                              | Personal identity; recognising individuality and different qualities; mental wellbeing                         | Keeping safe in different situations, including responding in emergencies, first aid and FGM             |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations                   | Expressing opinions and respecting other points of view, including discussing topical issues      | Valuing diversity; challenging discrimination and stereotypes                                   | Evaluating media sources; sharing things online                                  | Influences and attitudes to money; money and financial risks                                     | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition                                     | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

## Key stages 3 and 4

### SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

|         | Autumn 1<br>Health & wellbeing  | Autumn 2<br>Living in the wider world  | Spring 1<br>Relationships   | Spring 2<br>Health & wellbeing  | Summer 1<br>Relationships  | Summer 2<br>Living in the wider world  |
|---------|---|--|---|---|--|--|
| Year 7  | <b>Transition and safety</b><br>Transition to secondary school and personal safety in and outside school, including first aid               | <b>Developing skills and aspirations</b><br>Careers, teamwork and enterprise skills, and raising aspirations                             | <b>Diversity</b><br>Diversity, prejudice, and bullying  | <b>Health and puberty</b><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM         | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries                                | <b>Financial decision making</b><br>Saving, borrowing, budgeting and making financial choices      |
| Year 8  | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use  | <b>Community and careers</b><br>Equality of opportunity in careers and life choices, and different types and patterns of work            | <b>Discrimination</b><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | <b>Emotional wellbeing</b><br>Mental health and emotional wellbeing, including body image and coping strategies | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception                 | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks  |
| Year 9  | <b>Peer influence, substance use and gangs</b><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <b>Setting goals</b><br>Learning strengths, career options and goal setting as part of the GCSE options process                          | <b>Respectful relationships</b><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes   | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance and healthy choices, and first aid                | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | <b>Employability skills</b><br>Employability and online presence                                   |
| Year 10 | <b>Mental health</b><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change         | <b>Financial decision making</b><br>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | <b>Healthy relationships</b><br>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography                                  | <b>Exploring influence</b><br>The influence and impact of drugs, gangs, role models and the media               | <b>Addressing extremism and radicalisation</b><br>Communities, belonging and challenging extremism   | <b>Work experience</b><br>Preparation for and evaluation of work experience and readiness for work |
| Year 11 | <b>Building for the future</b><br>Self-efficacy, stress management, and future opportunities  | <b>Next steps</b><br>Application processes, and skills for further education, employment and career progression                          | <b>Communication in relationships</b><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <b>Independence</b><br>Responsible health choices, and safety in independent contexts                           | <b>Families</b><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships            |  |



## Key stage 5

### KS5 PSHE EDUCATION: LONG-TERM OVERVIEW

|         | Autumn 1<br>Health & wellbeing   | Autumn 2<br>Living in the wider world  | Spring 1<br>Relationships   | Spring 2<br>Living in the wider world  | Summer 1<br>Relationships   | Summer 2<br>Health & wellbeing   |
|---------|--|--|---|--|---|--|
| Year 12 | <b>Mental health and emotional wellbeing</b> <ul style="list-style-type: none"> <li>Mental health and emotional wellbeing</li> <li>Managing stress</li> <li>Body image</li> <li>Healthy coping strategies</li> </ul> | <b>Readiness for work</b> <ul style="list-style-type: none"> <li>Career opportunities</li> <li>Preparing for the world of work</li> </ul>  | <b>Diversity and inclusion</b> <ul style="list-style-type: none"> <li>Living in a diverse society</li> <li>Challenging prejudice and discrimination</li> </ul>                                  | <b>Planning for the future</b> <ul style="list-style-type: none"> <li>Exploring future opportunities</li> <li>Post-18 options</li> <li>The impact of financial decisions</li> </ul>                              | <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>Consent</li> <li>Assertive communication</li> <li>Positive relationships and recognising abuse</li> <li>Strategies for managing dangerous situations or relationships</li> </ul>             | <b>Health choices and safety</b> <ul style="list-style-type: none"> <li>Independence and keeping safe</li> <li>Travel</li> <li>First aid</li> <li>The impact of substance use</li> </ul> |
| Year 13 | <b>Independence</b> <ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Managing change</li> <li>Health and wellbeing, including sexual health, into adulthood</li> </ul>                     | <b>Next steps</b> <ul style="list-style-type: none"> <li>Application processes</li> <li>Future opportunities and career development</li> <li>Maintaining a positive professional identity</li> </ul> | <b>Intimate relationships</b> <ul style="list-style-type: none"> <li>Personal values, including in relation to contraception and sexual health</li> <li>Fertility</li> <li>Pregnancy</li> </ul> | <b>Financial choices</b> <ul style="list-style-type: none"> <li>Managing money</li> <li>Financial contracts</li> <li>Budgeting</li> <li>Saving</li> <li>Debt</li> <li>Influences on financial choices</li> </ul> | <b>Building and maintaining relationships</b> <ul style="list-style-type: none"> <li>New friendships and relationships, including in the workplace</li> <li>Personal safety</li> <li>Intimacy</li> <li>Conflict resolution</li> <li>Relationship changes</li> </ul> | -  |

The full programme of the School's PSHE and RSE can be found on the following links below according to the cross curricular nature of the School's provision:

Primary:

[https://drive.google.com/drive/folders/1kc3KV6Ug8bc0sdMMMxvup3DPazzuX\\_28?usp=drive\\_link](https://drive.google.com/drive/folders/1kc3KV6Ug8bc0sdMMMxvup3DPazzuX_28?usp=drive_link)

College:

<https://drive.google.com/drive/folders/1MV8wLEkaYrUjV5Li3gfac8xrjbo-jt6J?usp=sharing>

Lycee:

[https://drive.google.com/drive/folders/1Olfa5v0Z8crBCaa6cMZGMI2tPGL09VpK?usp=drive\\_link](https://drive.google.com/drive/folders/1Olfa5v0Z8crBCaa6cMZGMI2tPGL09VpK?usp=drive_link)

The PSHE lead across the French Section and primary liaison is Andrew Jones:  
ajones@lyceefrancais.org.uk

The PSHE lead/ co-ordinator across the British Section is Amy Fletcher:  
afletcher@lyceefrancais.org.uk

Documents that inform the school's RSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2017)

Keeping children safe in education – Statutory safeguarding guidance (2024)

Children and Social Work Act (2017)

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)