

Citizenship program

Ecole Européenne Lille Métropole

Context

The European School Lille Métropole is a public establishment subject to the *Code de l'Éducation*. It fulfills the functions of teaching and education in accordance with the curricula of the European schools and French national directives. The school's mission is to train enlightened European citizens in respect of European values. Above all, it promotes respect, tolerance, dialogue and cooperation. Active citizenship is one of the Eight Key Competences for the XXIst Century that are promoted by the European Commission (https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en).

The first reference document for citizenship education is the School's Rules and Regulations, which organize relations between students, staff and families. The school project plans to strengthen the spirit of collaboration, the success of all and the autonomy of the students. The school has written an anti-bullying plan. The citizen course intends to organize citizenship education from kindergarten to the baccalaureate. It revolves around three axes: relationship to others, commitment, responsibility.

WORK AREA 1 : Relation to others

Action zone	Nursery	Primary 1-2	Primary 3-5	Secondary 1-3	Secondary 4-7
Tolerance and acceptance	<ul style="list-style-type: none"> - Offer children's literature that presents difference as normal - Offer children's literature that educates on girl-boy equality - Propose specific actions on Down's syndrome and on visual impairment 				
	<ul style="list-style-type: none"> - Offer class games that educate on girl-boy equality - Offer class games that present otherness as normal 				
	<ul style="list-style-type: none"> - Teach children a few first words in the different mother tongues of the students in order to promote exchanges if a child does not speak the language of the section (thank you, excuse me ..) 	<ul style="list-style-type: none"> - diversify the references in the educational examples (ex: homoparental family) 	<ul style="list-style-type: none"> -Speaker for parents (awareness of otherness) - Disability awareness: participate in the Petit Quinquin cross country 	<ul style="list-style-type: none"> -Question of sexual identity and orientation: <ul style="list-style-type: none"> - intervention of specialized associations - secular morality course on the body and difference - diversify the references in the educational examples (ex: homoparental family, ancient tales) -Laïcité approached within the framework of the program of Human Sciences. Each religion is examined for a dual purpose: <ol style="list-style-type: none"> 1) To give the pupils a general culture to understand the different religions. 2) Distinguish the religious approach from the scientific one. 	<ul style="list-style-type: none"> - Work on the question of orientation and the non-gendered nature of professions (future course) - Disability awareness, action organized by the Hauts de France Handisport Regional Committee - during physical education periods
Conflict resolution	<ul style="list-style-type: none"> - Clear message training (pupils and teachers) - cf. ANTI-BULLYING PLAN 				
		<ul style="list-style-type: none"> - Training of mediators to help with conflict resolution in the court 			<ul style="list-style-type: none"> - Intervention of a lawyer CCT on the prohibitions and the risks incurred - within the framework of the secular moral courses - Participation in the "No to Harassment" contest

WORK AREA 2 : Engagement

Action zone	Nursery	Primary 1-2	Primary 3-5	Secondary 1-3	Secondary 4-7
At school	<ul style="list-style-type: none"> -Organize philosophy workshops in M2 on various issues -Use of collaborative games 	<ul style="list-style-type: none"> - Class responsibilities (be careful not to endanger the group) - Organize philosophy workshops - Setting up of tutorials between primary and kindergarten students 	<ul style="list-style-type: none"> - Organize a intervention for parents - Organize electoral games to promote dialogue on practical aspects (why a voting booth?) and democratic principles 	<ul style="list-style-type: none"> - Training of student delegates with the intervention of CEMEA - Establishment of tutorials between primary and secondary students, S1-P5 meetings for intercycle liaison - Setting up shared libraries (class-wide) - Regular holding of the Delegates' Conference / CVC 	<ul style="list-style-type: none"> - Regular holding of the Conference of / CVL - Support student-led initiatives to develop civic spirit within the school
			Election of class delegates and eco-delegates		<ul style="list-style-type: none"> - Election of representatives of the bodies: CA, CESC, Standing Committee, Disciplinary Council - Newspaper club
In the community	- Solidarity actions: Organize an annual toy donation for a partner association				<ul style="list-style-type: none"> -Travel to French and EU decision-making bodies - Solidarity actions: organize donation campaigns
	Intergenerational link: EPAHD partnership sending greeting cards and films (in association with daycare)			<ul style="list-style-type: none"> - Solidarity actions: relaying donation campaigns 	

WORK AREA 3 : Responsibility

Action zone	Nursery	Primary 1-2	Primary 3-5	Secondary 1-3	Secondary 4-7
Safety		<ul style="list-style-type: none"> - Use of the morning ritual for the placement of the students - Reflect with the children on the development of class rules - Set up full-size bike lessons to visualize the dangers - Prepare the pedestrian permit as part of the discovery of the world course 	<ul style="list-style-type: none"> - Prepare and pass the pedestrian permit - Organize bike safety awareness workshops in partnership with an association 	<ul style="list-style-type: none"> - Intervention of older students with their younger peers - Progressive autonomous access to classes (morning, clubs) - Work on the appropriation of spaces, (ex: fresco made by the students in the toilets) - Preparing and taking the ASSR Level 1 (S2) - Risky behaviour awareness (in connection with the course of health education) 	<ul style="list-style-type: none"> - Preparing and taking the ASSR Level 2 (S4) - Preparing the driving exam for future drivers
Critical thinking		<ul style="list-style-type: none"> - Reflection on the role of the rule within the class - Media education (press week) 	<ul style="list-style-type: none"> - Media education (press week + included in the syllabus) 	<ul style="list-style-type: none"> - Media education (fake news and social networks) - Intergenerational link: testimony from direct historical witnesses (social science course) 	<ul style="list-style-type: none"> - Intervention of an association of journalists, in connection with the career preparedness program (La Voix du Nord, ESJ)

Identified partners (more partners will be added in the future):

- APF France Handicap
- Banque alimentaire
- Centre d'Entrainement aux Méthodes d'Education Active des hauts de France
- Comité Régional Handisport Hauts de France
- Ecole Supérieure de Journalisme
- Equip'ages
- La Voix du Nord
- Mairie de Marcq-en-Baroeul
- Secours populaire
- Trisomie21 France