



# Personal, Social and Emotional Health Education Guidance Policy

## **Policy Review**

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **19<sup>th</sup> October 2016**

Last review date: **22nd July 2018**

Date of next review: **22<sup>nd</sup> July 2019**

Signed

Date: 22nd July 2018

A handwritten signature in black ink, appearing to be "Craig Dembicki", written in a cursive style.

Craig Dembicki  
Managing Director  
Education 1st

## **Purpose**

Education 1<sup>st</sup> provides a happy, safe and stimulating environment where positive relationships are fundamental to success. Our PSHE curriculum is crucial to this ethos and enables our students to develop their confidence, self-esteem and understanding of making healthy, safe decisions.

PSHE is delivered through on site and off site learning to all year groups and through mentoring discussions and activities.

## **Related Policies:**

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Attitude to Learning Policy
- Equality and Diversity Policy
- Drugs and Alcohol Awareness Policy
- Health and Safety and Risk Management Policy

## **Respect for All**

Our students need to be encouraged to understand that while everyone is different, all are equally important. Through direct teaching in our PSHE programme, formal and informal discussions and adults leading by example students are encouraged to be polite to each other and adults, modify their language, not hurt or reject anyone and to acknowledge value differences. The PSHE curriculum and mentoring sessions are also used to promote Education 1<sup>st</sup>'s anti-bullying policy so that students understand the importance of identifying and eliminating bullying and discrimination.

## **Promoting British Values**

We value tolerance and respect for British society. Our PSHE curriculum enables our students to engage in a wider range of experiences which help them to understand the world we live in. We build respect for other people's faiths, races and cultures and experience celebrations such as Christmas and Chinese New Year.

Students are given the chance to take part in quality assurance discussions. We use opportunities such as general and local elections to hold discussions so that students have the chance to learn how democracy works, to value democratic processes and to argue and defend their points of view without causing offence to others.

## **Spiritual, Moral, Social and Cultural Development (SMSC)**

Education 1<sup>st</sup> takes a holistic approach to our provision.

SMSC is modelled by staff every day and is a fundamental aspect of PSHE and the mentoring programme.

- Aspects of R.E. is taught through Project Based Learning
- Fund raising is part of life at Education 1<sup>st</sup> enabling students to consider the needs of others
- Wall displays of student work and photographs of students actively participating help students to take pride in themselves and their environment
- Staff enable students to distinguish right from wrong and promote respect for British civil and criminal law
- Students frequently have the chance to widen their experiences through off-site mentoring, activities and rewards trips
- Students' self-knowledge of their own strengths and areas for development is improved through their individual education plans, rewards and celebrations

- Students are helped to understand feelings and emotions through the mentoring programme and PSHE discussions
- Students have the chance to express themselves using Sport, Art, Photography and Cookery activities
- Staff have high expectations of students to adhere to the Attitude to Learning Policy and encourage students to take responsibility for their behaviour
- THRIVE
- SEMH Curriculum ladders
- The following activities encourage social interaction:
  - Paired/ small group work
  - Joining in discussions
  - Participating in Sport activities, learning to work as a team
  - Participating in circle time and PSHE related activities
  - Different cultures are embraced and explored through Project Based Learning activities

### **Sex and Relationships**

All staff take particular care to ensure teaching materials are of a very high quality and are appropriate to the needs and ages of the students.

Aims:

- To reassure young people of their value and self-worth including aspects of dignity, self- respect and self-restraint
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others encompassing fidelity and loyalty
- To provide knowledge of loving relationships
- To provide knowledge of human reproductive processes
- To understand the choices involved in using contraception and the risks associated with various choices
- To inform young people on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviours
- To empower young people to make informed choices about sex and relationships issues
- To provide knowledge, understanding and tolerance towards the various aspects of sexual orientation
- To educate against discrimination and prejudice
- To understand the complexities, truths and myths of sexual activity and sexually transmitted disease/infection

### **Health**

All students are encouraged to make healthy choices for their lunch and to participate in sport activities. Staff work within the guidance of Education 1<sup>st</sup>'s Drugs and Alcohol Awareness policy and use the PSHE curriculum and mentoring to promote this.