

# Personal, Social and Emotional Health Education Guidance (PHSE) 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**

Updated: **9<sup>th</sup> July 2024**

Date of next review: **9<sup>th</sup> July 2025**

Signed



Craig Dembicki  
Managing Director  
Education 1st

## **Purpose**

### **PSHE Curriculum**

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.

Formal PSHE content is delivered through online learning to all year groups and through informal mentoring discussions and activities. Our PSHE curriculum covers:

- Online Safety and Digital Citizenship
- British Values and Democracy
- Mental Health & Wellbeing
- Self-Awareness & Emotional Intelligence
- Financial Literacy
- Healthy Relationships
- Healthy Lifestyles
- Critical Thinking & Decision Making
- Drugs and Alcohol
- Open Communication & Consent

### **Related Policies:**

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying 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 paired and small group discussions. We use opportunities such as general and local elections to have 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.

- 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 content;
- Students have the chance to express themselves using Sport, Art, Photography and Cookery activities;
- Fundraising is part of life at Education 1<sup>st</sup> enabling students to consider the needs of others;
- Staff have high expectations of students to adhere to the Behaviour Policy and encourage students to take responsibility for their behaviour.

### **Sex and Relationships**

Staff take particular care to ensure PHSE materials are of a high quality and are appropriate to the needs and ages of the students. Our aims are:

- 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 the Education 1<sup>st</sup> Drugs and Alcohol Awareness Policy and use the PSHE curriculum and mentoring to promote this.

### **In Summary**

Whilst our PHSE learning sessions teach students about specific PHSE content and areas outlined in this Policy, our broad approach to teaching the PSHE curriculum allows young people to make connections with learning in context and to understand issues that affect them directly, in the moment.

Our approach to PHSE enables students to revisit subjects and build on their previously acquired knowledge and make links to other topics, ensuring that learning is embedded and remembered, helping them to manage their lives now and in the future.

We aim to give all students the opportunity to ask questions and discuss any concerns they may have about the important issues facing them in their everyday lives, whilst encouraging them to look at the wider issues and supporting them to increase their resilience and equip them with the tools to take responsibility for their choices.

