



The Maria Montessori Training Organisation
trading as
The Maria Montessori Institute

Personal, Social and Health Education (PSHE) and Citizenship Policy

Aims and objectives

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school meetings. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

1. Know and understand what constitutes a healthy lifestyle;
2. Be aware of safety issues;
3. Understand what makes for good relationships with others;
4. Have respect for self and others;
5. Be independent and responsible members of the school community;
6. Be positive and active members of a democratic society;
7. Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
8. Develop good relationships with other members of the school and the wider community.
9. Become aware of their own and other's behaviour and understand that certain behaviour is unacceptable.

Teaching and learning style

We use a range of teaching and learning styles. We place emphasis on active learning by including the children in discussions, investigations, and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events and involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local places of worship, whom we invite into the school to talk about their role in creating a positive and supportive local community and our Elementary children may "go out" to places in the local community.



PSHE and citizenship curriculum planning

Children's House – Early Years Foundation Stage

We relate to PSHE and citizenship aspects of the children's work in the objectives set out in the Foundation Stage. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional, and social development as set out in the Foundation Stage. We also support Citizenship Education when we teach 'how to develop a child's knowledge and understanding of the world'.

The School/Elementary

We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and Citizenship as a discrete subject.

Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer children the opportunity to explore for example, who is responsible for the maintenance and upkeep of drainage systems. Children visit our local senior citizen's residential home and are visited by a variety of members of the community.

PSHE and Citizenship is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Drugs education
- Dealing with Bullying
- Behaviour
- Child Protection
- Sex Education
- Health and Safety
- Equal and Diversity
- Social, Moral, Spiritual and Cultural development

Citizenship

Citizenship comprises three interrelated strands.

1. Social and moral responsibility – children learn self-confidence, and social and moral responsible behaviour towards authority and each other.
2. Community involvement – children learning to become involved in the life and concerns of their neighbourhood and community.
3. Political literacy – children learn about the issues, problems and practices of our democracy and how citizens can make themselves effective in public life.

The School/Adolescent

The aim of the Montessori adolescent programme is to provide an educational environment that enables students to:



- transform themselves into independent, self-regulating, resourceful, and adaptable adults
- become interested observers, listeners and collaborators, critical thinkers and engaged citizens
- express their own opinions, develop their own talents, make decisions, and solve problems, on their own or collaboratively, with a confidence that is grounded in the practical, social, and intellectual knowledge, skills, and values they are developing in the Montessori environment
- contribute productively, with enthusiasm and integrity, to family, school, and community life, and to the wider society, both national and global
- dedicate themselves to the future of humanity

The Montessori **adolescent curriculum** is divided into three main domains. These are *intellectual development*, *self expression (creative and physical)*, and *preparation for adult life*. These three domains are closely interwoven across the curriculum, with the *intellectual development* and *self expression* domains having a particularly strong cross-curricular orientation.

Intellectual Development

The domain of intellectual development is made up subjects that comprise the knowledge students need in order to make a contribution to society. This domain has a cross-curricular orientation, traversing all areas of the curriculum.

This domain covers an area of study, which in the Montessori context, is called *moral development*, and which focuses on the study of *civility, citizenship, civil society, and community life*. This area of study includes opportunities for students to participate in, and contribute to, the immediate community. Through these activities, students have the chance to extend the domain of *grace and courtesy* into learning how to engage with members of their own and the wider community, in everyday interactions, financial interactions, problem-solving, debate and discussion with civility and a concern for the needs, dignity and well-being of all involved. Through their community participation students develop a social conscience and a sense of social responsibility, as well as opportunities to develop independence, leadership skills and skills related to making ethical and wise choices.

Summary:

Through a variety of learning experiences, the school helps each child and young person:

- know themselves better and think well of, and respect, themselves and others
- develop confidence/independence and think and act for themselves
- acquire personal qualities, values and social skills
- take their place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society
- value and respect belongings/living things/environment
- be able to share/co-operate
- value their achievements
- identify moral values and strive to live up to them.



Teaching PSHE and Citizenship to children with special needs

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the children with learning difficulties. When teaching PSHE and Citizenship we take into account the target set for the children in their Individual Educational Plans (IEP's)

Assessment and recording

Teachers assess the children's understanding in PSHE and Citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each 3-year cycle.