



<b>Policy Area:</b>	PHSE Curriculum Policy		
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<b>Next review:</b>	September 2026	<i>(For all review dates see end of document)</i>	

## Introduction

In keeping with Montessori principles, PSHE is not viewed as a separate subject taught through isolated lessons, but as an integrated and living aspect of the curriculum and school culture. This document outlines how this is reflected across the classes.

Children develop personal responsibility, emotional literacy, social awareness, independence, resilience, health awareness and citizenship through their daily experiences, relationships, freedom within limits, collaborative learning, and participation in the prepared environment.

Adults guide, model and support development through observation, respectful interaction, conflict resolution, and opportunities for meaningful contribution to the community.

In addition, awareness days / events take place throughout the year that allow opportunities for activities, discussions, reflection and learning. Such as: Mental health day, Anti- Bully week, Safer internet day, Random acts of kindness day, Healthy eating week, International women's day, Road safety week, Earth day, World water day..etc

## The Toddler Community (2–3 years)

PSHE development at the toddler stage is centred on attachment, emotional security, independence and social awareness.

Children learn through consistent routines, practical life activities, language modelling, movement and care of self.

Key areas naturally embedded within the environment include:

- Developing independence in dressing, toileting, eating and self-care
- Learning to recognise and express emotions
- Beginning turn-taking and cooperative play
- Developing empathy through modelling and gentle guidance
- Understanding simple boundaries and expectations
- Building confidence through choice and repetition
- Experiencing healthy routines, nutrition and physical movement

Adults support children through calm modelling, emotional co-regulation, respectful communication and careful observation rather than formal instruction.

### **The Children's House (3–6 years)**

Within the Children's House, PSHE is embedded through practical life, grace and courtesy, collaborative learning and responsibility within the classroom community.

Children develop social awareness and emotional intelligence through daily interaction and purposeful work.

PSHE outcomes are supported through:

- Grace and courtesy demonstrations
- Conflict resolution supported by adults
- Care of the environment and responsibility for shared spaces
- Mixed-age community learning
- Freedom within limits and independent decision making
- Development of concentration, perseverance and self-regulation
- Learning about hygiene, nutrition and physical wellbeing through everyday routines
- Respect for diversity, culture and individual differences

### **Lower Elementary (6–9 years)**

At the lower elementary stage, children begin to explore wider social relationships, justice, fairness and responsibility within the community.

PSHE learning emerges through collaborative projects, class meetings, community responsibilities and integrated curriculum work.

Children are supported to develop:

- Self-confidence and independence in learning
- Respectful communication and teamwork
- Awareness of personal responsibility and consequences
- Understanding of emotions and healthy relationships
- Problem-solving and conflict resolution skills
- Awareness of health, wellbeing and personal safety
- Understanding of diversity, inclusion and global citizenship
- Economic awareness through practical experiences such as enterprise activities and responsibility for materials

Teachers and TAs facilitate reflection, encourage dialogue and provide opportunities for children to practise social responsibility in authentic contexts.

## **Upper Elementary (9–12 years)**

Upper elementary children increasingly seek social belonging, moral understanding and real-world relevance.

PSHE is woven into the curriculum through community engagement, self-directed learning, leadership opportunities and social collaboration.

Key areas include:

- Development of identity, self-esteem and resilience
- Leadership and service within the school community
- Ethical discussion and moral reasoning
- Healthy friendships and respectful relationships
- Digital citizenship and responsible technology use
- Emotional wellbeing and stress management
- Understanding puberty and bodily changes in a developmentally appropriate way
- Economic understanding through budgeting, enterprise and real-life responsibility

Adults encourage increasing independence while providing guidance, mentorship and opportunities for meaningful contribution.

## **Secondary (12–16 years)**

In the secondary environment, PSHE supports adolescents in developing independence, social responsibility, emotional maturity and preparation for adult life.

Consistent with Montessori adolescent principles, learning is experiential, community-based and rooted in purposeful activity.

PSHE development is fostered through:

- Community responsibilities and democratic participation
- Real-world projects, enterprise and work experiences
- Reflection, self-assessment and personal goal setting
- Discussion of relationships, consent and personal boundaries
- Mental health awareness and emotional resilience
- Healthy lifestyle choices and physical wellbeing
- Financial literacy and economic understanding
- Respectful engagement with social, cultural and global issues
- Responsible digital communication and online safety

Adolescents are encouraged to develop autonomy, critical thinking and social awareness through authentic participation in the wider community rather than through exclusively classroom-based PSHE instruction.

### **Assessment and Monitoring**

PSHE development is monitored through ongoing observation, pastoral support, reflective discussion, student self-awareness, and collaboration with families. Progress is viewed holistically and in relation to the child's social, emotional and personal development rather than through formal testing.

### **Safeguarding and Inclusion**

The school is committed to providing a safe, inclusive and respectful environment for all children and adolescents. PSHE education supports safeguarding by promoting emotional literacy, healthy relationships, personal safety, respect for diversity and the confidence to seek support when needed.

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