

# WHARFEDALE MONTESSORI SCHOOL

## Personal, Social, Health and Economic Education (PSHE) Policy

Version 1.0

Reviewed by Imogen Hardy

Approved by SLT –

Review Cycle – Annual

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## Document History

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Revision	Amended by	Revision Date	Description
Reviewed	Imogen Hardy Julie Butterfield	September 2020	Changes made in line with DfE legislation.
Reviewed and reformatted	Imogen Hardy Julie Butterfield	June 2022	Review

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## 1 Introduction

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Our aim at Wharfedale Montessori School is to teach PSHE in accordance with our mission statement with its focus on well-being, confidence and independence. Personal, Social, Health and Economic Education contributes to the School's curriculum by helping to give pupils the skills, knowledge and understanding to lead confident, healthy independent lives and to become informed, active and responsible citizens.

## 2 Definitions

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PSHE is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and strategies they need to manage their lives now and in the future. As part of the whole school approach, PSHE education helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association Sep 2014).

This policy also links to:

- Safeguarding Children/Child Protection Policy
- Inclusion and Equality Policy
- Anti-bullying Policy
- Promoting Positive Behaviour Policy
- RSE Policy
- On-line Safety Policy
- Alcohol and Substance Misuse Policy
- Confidentiality Policy

## 3 Legal framework

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- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021

- Working together to safeguard children 2018
- Keeping children safe in education 2022
- The Equality Act 2010
- Education Act 2002 and the Education Act 1996
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017

## 4 Aims

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- It is our aim to foster the children's self-awareness, positive self-esteem and confidence in order to develop and build on existing knowledge and experience of their bodies and relationships
- provide opportunities to learn and achieve
- develop skills and self-esteem to become more confident individuals
- help to prepare all pupils for the opportunities, responsibilities and experiences of life
- be aware of the latest issues and trends and deal with them as needed
- develop the personal and social skills needed to live healthy and fulfilled lives
- offer understanding and caring to individuals/groups having to cope with personal difficulties and problems
- ensure that everyone involved in the school is working towards a clean and healthy environment
- stay as healthy as possible
- keep themselves and others safe
- respect the similarities and differences between people throughout the world

## 5 Objectives

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In our school, as part of caring for the well-being of the children, we will answer children's questions in a sensitive manner. We will not offer advice to a child about sensitive problems, unless we have the parents' permission to do so. At all times moral values will be emphasised – respect, individuality, caring, tolerance, honesty and understanding.

## 6 Teaching and Learning

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In Children's House, PSHE in the Early Years Foundation Stage is delivered through the 'Personal, Social and Emotional Development' area of learning. This is divided into 3 aspects – 'Self-regulation, Managing Self and Building Relationships'. Positive experiences are built through daily opportunities to share, discuss, and

enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group as well as during whole school activities.

In Primary we follow the North Yorkshire County Council suggested programmes of study. Pupils will be encouraged to take part in a variety of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In so doing, they should recognise their own worth, work well with others and become increasingly responsible for their own learning. All teachers of PSHE will be mindful of the language they use and the resources they select to ensure that they are not inadvertently promoting stereotypical images, but are recognising and celebrating the diverse nature of families, gender, sexual orientation, faiths and cultures. Correct terminology will be used, and slang/street names will be avoided.

## **7 Parents/Carers and wider community**

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At Wharfedale Montessori School we value the views of parents and keep them informed of the PSHE provision. Families are signposted to a range of supporting websites to enable them to talk to their children about a range of issues, e.g.: growing up, e-safety etc. The School values the contribution of the community and outside agencies to the personal, social, citizenship and health development of its children through the active involvement in the life and philosophy of school.

## **8 Monitoring**

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The PSHE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and staff are used to make changes and improvements to the programme on an ongoing basis.

## **9 Equal Opportunities**

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Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for who they are and for the contributions they make regardless of their background.