



Elmfield  
Rudolf Steiner  
School

*"Receive the children in reverence,  
Educate them in love,  
Let them go forth in freedom."*

Rudolf Steiner

# Educating the hands, heart and head

We would like to welcome you and give you a short introduction to Elmfield, providing Steiner Waldorf education for children from 3 to 17 years old.

STEINER WALDORF EDUCATION is based on the research into child development conducted by Austrian educator and philosopher Rudolf Steiner (1861-1925). The Waldorf approach recognises the simple but profound insight that children learn in distinctly different ways at different stages of their development.

Steiner Waldorf schools introduce subjects and teach in ways that correspond to the developmental needs of the growing child. Our strong academic, practical and artistic curriculum is based on building and fostering the child's natural capacities at each developmental stage. Waldorf pupils learn traditional academic subjects through the distinctive and time-tested Waldorf teaching methods that serve the children's

intellectual, physical, emotional and spiritual development. Engaging the hands and the heart as well as the mind cultivates a real inner enthusiasm for learning, the hallmark of a Waldorf education.

A WALDORF EDUCATION helps children to enter adulthood with the following strengths:

- Reverence and wonder for the beauty of the world
- Self-discipline
- Independence
- True freedom

Freedom is not something which can be given. We hope that when the children become mature individuals, they will be able to act unhindered, creatively and morally.

*Steiner Waldorf education bears the names of Rudolf Steiner who gave the insights and indications for the first few of these schools, and Waldorf from the name of the first school that was initiated by the owner of the Waldorf cigarette factory for the workers' children. Since then many of these schools, and the educational approach, bear one or both of these names.*



*At Elmfield we seek to develop the child's physical, emotional and spiritual being, and we value equally the practical, the artistic, the social and the intellectual.*

*"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives."*

*Rudolf Steiner*





## An International Movement

ELMFIELD IS PART of the international Steiner Waldorf schools movement which is the largest independent educational movement in the world, with over 30 schools in the British Isles and more than 900 in 60 countries worldwide. In many countries the schools are funded or part-funded by the state. Each school is part of its local cultural community and yet all share in recognising the developing child as multi-dimensional, and in holding a profound respect for the individuality of each child.

Elmfield Rudolf Steiner School was founded on its present site in 1946 and is a full founding member of the Steiner Waldorf Schools Fellowship (SWSF).

*The SWSF is a grouping of sister schools to help and support each other and furthers the development of Steiner education in the British Isles. You can find more information about it on [www.steinerwaldorf.org.uk](http://www.steinerwaldorf.org.uk) or phone 013423 822115*

WE ENCOURAGE YOU to come to Elmfield School for a visit, to meet staff, pupils and parents. There are a number of different open events throughout the year so please ring 01384 394633 for details. There are also books and further information available from the School Bookshop on site.

It is our aim to enable young people to develop their full potential. The education we give them therefore needs to be firmly rooted in the understanding of who, as human beings, we really are.

STEINER EDUCATION is based on a view of child development which sees learning as a process of development, and not simply an accumulation of facts and capacities in preparation for a career.

The teachers at Elmfield bring a wide variety of experience, qualifications and talents. They share a strongly held conviction that the opportunities and experience given to children must at all times be appropriate to their stage of development, and educate the child in thinking, feeling and actions. The teachers endeavour to nourish the deep-lying forces of childhood and nurture the essential humanity of each individual. The curriculum and the whole organisation of the School are based on these principles.

CHILDREN ARE SEEN as moving through three different

phases of roughly seven years during their school years:

THE FIRST SEVEN YEARS of a child's life sees huge physical growth and development from a tiny infant, not able to do anything without help, to a child who can stand upright, run, climb, make things, talk, express wishes and play imaginatively, understand stories and simple instructions. This is a time to nurture the growing body of the child in a warm and supportive atmosphere, in which learning is by imitation and by doing.

THE SECOND SEVEN YEARS sees the child ready to take on a new style of learning, having built the foundations of the physical body. Children are now ready to learn through love and respect and to engage through their feelings. We find that when children's feelings of wonder and enthusiasm are

awakened through imagination and beauty, they will relate both to the subject and to the teacher who brings it, and this learning becomes strong and deeply rooted. The class teacher gets to know each child in depth and so can bring the curriculum in the best way for that child and that class.

THE THIRD PERIOD OF SEVEN YEARS, though not completed at school, is marked by the exploration of concepts and ideals, and the journey towards clear thinking. Here the curriculum aims to encourage the young person to observe the world, to question how things work, to look at ethics and philosophy, to try and perceive truth and to learn about themselves and their personal gifts in a safe and a supportive environment. The young person should face questions such as: who am I, what have I to offer the world?



# Early Years: Family sessions, Nursery and Kindergarten

FAMILY SESSIONS are for parents and carers to come with babies and young children. It is a warm, friendly environment, and an opportunity to meet other adults, share experiences, celebrate the festivals and learn about Waldorf education. There are both morning and afternoon sessions.

THE NURSERY GROUP takes children of three to four years old, several mornings a week.

THE KINDERGARTEN takes children from four to rising seven years old, for up to five mornings and some afternoons for those in Transition (the year before Class 1).



IN THE EARLY YEARS THE DAY STARTS with free play and activities. This is followed by more structured activity including arts, crafts, food preparation, ring-time and sharing a 'little lunch'. Outside time is for climbing, running

and experiencing the changing seasons and elements. At story time the children enjoy a quiet moment for listening to a folk tale or nature story.

Young children often astonish their parents with their boundless energy, running, climbing and jumping. They also watch and imitate the adults around them, exploring the world and what they themselves can do in it. All this activity is the young child's natural way of learning. This is recognised and built on in the life of the Early Years groups at Elmfield.

As children imitate and absorb everything around them, the teachers endeavour to present that which is worthy of imitation. An atmosphere of love and warmth surrounds the children. To encourage a sense of wonder there are objects of natural beauty: seashells, stones, pinecones, sheep's wool, wooden toys, handmade dolls. These are playthings which give space for the child's developing imagination to transform anew each day.

CREATIVE PLAY is a vital element for children so that, under the teacher's care, they can develop their own inner space by imitating adult life and creating an imaginative world of their own. Social awareness develops through interactive, imaginative play between children.

A strong sense of rhythm runs through the week, incorporating the regular activities of painting, drawing, modelling, baking, crafts, eurythmy, singing, walks, gardening and ring-games. A special experience is the daily story, carefully chosen from the rich realm of fairy tales and folk



tales, whose imagery nourishes the inner world of the child and contains much wisdom.

Many festivals are celebrated through the year with the children. These generally include Michaelmas, Advent, Christmas, Epiphany, Easter, Whitsun, and St John's. We welcome the sharing of further festivals important to families from a variety of faiths and cultures who come to the School.

Through all these activities our aim is for the children to develop imaginative qualities and respect for others that will guide and nourish them throughout their lives, and provide a strong foundation for their personal, social and

intellectual development. Through creative play and diverse activities in Early Years the children learn skills that will later enable them to be practical, to take initiative and responsibility. These years are where the foundations for learning and life are laid.



*For the young child, play  
is work; creative activity  
helps to develop skills for life.*



### Parents say...

- “This School is a secure environment concerned with the whole child – less stressful.”
- “At Elmfield children can grow up at their own pace.”
- “What I appreciate at Elmfield is the respect for the child as a human being.”





# Lower School: Classes 1 to 8 for children aged 6 to 14



CHILDREN ENTER CLASS 1 after their 6th birthday\*, embarking on a journey of learning and discovery through to Class 8 at 14 years old. Over these years a deep and caring relationship and understanding is fostered between the child, the teacher and the class as a whole.

*\*For those with summer birthdays it is usually recommended that the child stay in Early Years until the age of 7.*

The class teacher is a trained Waldorf teacher who will lead the child and class through the challenges and joys of eight years of growing up. (It may not be the same class teacher for the full eight years but the task and approach is the same.)

IN THE LOWER SCHOOL the pupils learn to work together as a class, to help one another, and develop social understanding. During these years much of what the children do and learn is because of the love and respect they have for the teacher as well as for the love of the subject inspired by the teacher. The children also learn to respect the class teacher as an authority, both on the subject matter and on conduct and behaviour.

Conceptual learning starts slowly in Steiner education and gathers pace as the children grow through the Lower School. By Class 4 or 5 the pupils will have covered much the same academic subject matter and skills as in mainstream schools but from a broader, and deeper perspective.

THE CLASS TEACHER YEARS offer a caring environment that is working through beauty, truth and healthy authority. The teacher brings each part of the curriculum at the right stage in the children's development to meet and satisfy their inner needs. The teacher's task is to bring all the subjects in a living

way, involving the whole child in the learning process. This approach is unique to Steiner Waldorf education.

In the Lower School years the pupils develop numeracy, literacy and social skills, and the confidence to stand up in front of the class or school and present their work. Whatever the subject, the teacher will, where possible, bring the content in story form so that pupils can live into it with their imagination. What is first firmly rooted in the imagination will later be grasped by the intellect. It is equally important for a child in Class 5 to wonder at the inner secrets of a flower as to identify its various parts, and in science in classes 6 to 8 the teacher is careful to lead the children through observation and experience of the phenomena, so that a sense of wonder and reverence for the world and its processes is nourished.

## Parents say...

*“...a sense of community, approachableness of teachers and openness of the school, one can visit classrooms”*

*“The obvious commitment of the teachers is what is most important to me”*



## *The Rhythm of the Day and the Expanding Spiral of Learning*

EACH DAY BEGINS WITH THE MAIN LESSON, a two-hour period when a core subject is taught, experienced and worked with for a block of time, usually three to four weeks. Academic subjects are presented imaginatively, to engage the whole-hearted participation of the pupils: physically, cognitively and emotionally, incorporating movement, supported by music, poetry, modelling, painting and drawing, along with the traditional skills of writing, reading and mathematics. The teacher and pupils have time to explore many aspects of the subject through experiential activities, as well as through an imaginative and academic approach.

After a snack and an outdoor break, the classes resume with subject teachers or the class teacher for painting, modelling, form-drawing, handwork, music, religion, French or German. In Class 3 games lessons start with the specialist teacher, in Class 5 or 6 woodwork will be introduced. Lunchtime is for quiet eating of a healthy packed lunch and an outdoor break for games, chat, climbing or other play. There are two more lessons in the afternoon, although in Class 1 the children go home at lunchtime on Wednesdays and Fridays.

In each lesson the teachers will ensure that concentration levels are rhythmically increased and reduced to enable good learning.

THE CURRICULUM at a Steiner Waldorf school can be seen as an ascending spiral through the Main Lessons. Physics, for example, is introduced in Class 6 and continued each year as a Main Lesson block to the end of the Upper School.

As the pupils mature, they engage at new levels of experience with each subject. It is as though each year they come to a window on the ascending spiral that looks out into the world through the lens of a particular subject. Through the Main Lesson spiral curriculum, teachers lay the ground for a gradual vertical integration that deepens and widens each subject experience while, at the same time, it uses and develops essential skills.

All pupils participate in all core subjects regardless of their special aptitudes. The purpose of studying a subject is not to make a student into a professional mathematician, historian, or biologist, but to awaken and educate capacities that every human being needs. Naturally, one student may be more gifted in maths and another in science or history, but the mathematician needs the humanities, and the historian needs maths and science, and both need art. The choice of a vocation is left to the free decision of the adult, but one's early education should give one a palette of experience from which to choose the particular colours that one's interests, capacities, and life circumstances allow. Each subject studied should contribute to the development of a well-balanced individual.

If the ascending spiral of the curriculum offers a 'vertical integration' from year to year, an equally important 'horizontal integration' of all the subjects enables pupils to engage the full range of their faculties at every stage of development. The arts and practical skills play an essential part in the educational process throughout the classes. They are not considered luxuries, but fundamental to human growth and development.

An outline of some typical Main Lesson subjects follows overleaf.

*The curriculum supports the pupils in gaining an understanding of the natural world and of the achievements of mankind. The educational aim is to stimulate their curiosity, imagination and interest in the world; to foster a balanced feeling life, to develop a sense of morality and citizenship in a wholesome way. This encourages each child to grow in confidence, imagination and initiative.*





# The general pattern of the Lower School Main Lesson blocks

## Class 1, age 7

Letters and Sounds  
Writing  
Folk and Fairy Tales  
Numbers  
The Four Operations (+, -, ×, ÷)

## Class 2, age 8

Writing and Reading  
Numbers and Arithmetic  
Numerical Patterns & Times-Tables  
Legends and Fables  
Stories of Saints  
The King of Ireland's Son

## Class 3, age 9

Stories from the Old Testament  
Farming  
Building  
Measurement  
Money and money systems  
Writing and Grammar

## Class 4, age 10

Norse Myths  
Humans and Animals  
Local geography (and history)  
Grammar  
Letter Writing  
Fractions

## Class 5, age 11

Ancient mythologies: India, Babylon,  
Persia, Egypt, Greece  
Plants  
Grammar  
Decimals (ordinary fractions and  
decimal fractions)  
Freehand Geometry  
Geography of the British Isles

## Class 6, age 12

The Romans  
The Dark Ages and the Age of  
Chivalry, the Crusades  
Geology and Mineralogy  
Astronomy  
Geometry and Pythagoras  
Percentages and Business maths  
Geography of Europe  
Physics: Sound, Light, Warmth,  
Magnetism

## Class 7, age 13

Renaissance and Reformation  
Voyages of Discovery  
Nutrition, Digestion and the Organs  
Algebra  
Euclidian Geometry  
Geology – Volcanoes  
Astronomy  
Mechanics  
Geography: Africa and the Americas  
Composition and Creative Writing

## Class 8, age 14

Human Biology: Bones and Muscles  
Geography of Asia and Australasia  
The Age of Revolution and the  
Industrial Age.  
Physics of Light – Optics  
Organic Chemistry,  
Electricity  
Algebra, Number Systems and  
Square Roots  
Practical Writing and Composition  
Geometric Solids  
Class Play

THE SUBJECT OF EACH MAIN LESSON is designed to address the inner needs of the developing child, as well as to open up understanding of the world around.

Each day the teacher will bring new subject matter, and pupils will be asked to recall the information brought on previous days and then consign this to their books. This three-part process is an important part of the cycle of learning and developing concept.

Each Main Lesson will be recorded with drawings and writing by the pupils in their Main Lesson books; in the younger classes this may be copied from the board, and

as their skills and independence develop, the children's individual work increases. By Class 6 the children will be expected to do some of this as homework. In Class 8 each pupil also takes on a year-long individual project and finds a mentor/technical helper to support them. These are presented to parents and the school community in the summer term. The projects are hugely variable, from a set of portraits to making a musical instrument, from designing and making a piece of clothing to making a mechanical go-cart or a wind turbine. This is an experience in independent learning and self-motivation.



This outline can vary according to the class needs



MATHS AND ENGLISH are the backbone of the Main Lesson curriculum and have a place in the morning lesson every day, whatever the subject. There are also separate Main Lessons in Maths and English in each class. As the pupils get older there may also be also practice maths and English lessons timetabled weekly. Much of the work on English as a language, its structure and usages, is brought to the pupils through the medium of a Main Lesson on another subject and practice given by writing up the Main Lesson work.

STEINER SCHOOLS have an underlying Christian ethos that informs the teachers' approach to education and the experience of festivals through the seasons of the year. The education is not religious or denominational but aims to support children's experience and understanding of goodness, truth and ethics, and a feeling for the sacred. Teachers recognise that there is a physical, emotional and spiritual side to each person and this is respected and nurtured. Families of diverse faiths and beliefs send their children to Steiner Schools.

*“Teaching is considered an art rather than a technique, and learning as an active process involving observation and practical, artistic and academic work.”*

*Rudolf Steiner*



## Parents say...

- “There is time for the child to experience learning in depth.”
- “The most important thing for me is being able to talk to the teachers.”
- “The important thing for me is the idea held by the school that every child has something to offer.”





# Subjects throughout the Classes

A wealth of weekly subject lessons bring many aspects of learning to support the Main Lesson work through their diversity of style and skills, so creating an integrated wholesome education.

## *Language Teaching*

LEARNING ANOTHER LANGUAGE brings the experience that there are many ways of perceiving the same thing and that though in theory 'Frau', 'Femme' and 'Woman' all mean the same thing, there is a different feel, a subtle difference. Learning foreign languages opens up different cultures and approaches to life and provides an opportunity to experience flexibility of thought and expression.

PUPILS ARE TAUGHT TWO FOREIGN LANGUAGES, French and German, from Class 1. The languages are initially taught (in the target language) through games, verse, song, acting stories, and other activities.

The work remains in the oral realm until the beginning of Class 4, when the children begin to learn to read and write in the respective languages. Topics are learned with associated word families and from Class 5 more grammar will be gradually introduced.

In Class 7 the pupils may write their own grammar rules book, drawing on rules they have learned in their lessons and texts which have been studied. The use of readers is often introduced from Class 5 onwards and knowledge of and respect for the cultural aspects of the country is imbued throughout the language curriculum.

In Upper School pupils continue their work on both languages, deepening their understanding and increasing their ability to express themselves in French and German. Most pupils take GCSEs in both languages in Class 10.

## *Science Teaching*

SCIENCE IS BROUGHT GENTLY in the Lower School: from class 3 to 5 the sciences appear through the studies of farming, building, animals and plants. Science as a formal subject comes in Class 6 with work on heat, light and sound. The exploration of science is brought by the observation of phenomena followed by looking at the results and then at understanding how it works. This continues in Class 7 and 8 with mechanics, electricity, magnetism, optics, human biology, geology and astronomy.

Elmfield's Upper School Main Lesson curriculum offers a wide range of scientific blocks, including biology, chemistry, physics, mathematics, geometry, geology, meteorology and astronomy. In addition GCSE science courses fulfil the natural Waldorf continuation of work on sciences (single sciences in biology, chemistry and physics, which start at the beginning of Class 10 and are taught in subject lessons). This approach rounds off the pupils' experience and study of science. We encourage each pupil to choose at least one science at GCSE.

Main Lessons are free of the examination syllabus prescriptions and form part of the broad and rounded curriculum we provide to all our students. Their general aim is to give students a thorough grounding in basic scientific phenomena, schooling their observational faculties and as far as possible deriving relevant concepts directly from the phenomena rather than from theoretical models. Most of these Main Lesson blocks include substantial amounts of hands-on practical work. Space is also given to biographies of leading scientists, their struggles, setbacks and victories, and the paradigm shifts that resulted from their intellectual battles.



Class 11 sees an introduction to contemporary model-based science. In physics the wave/particle duality is used to consider the strengths and weaknesses of mechanistic atomic thinking. The pupils at this age have the intellectual maturity to form a critical and discerning relationship towards this compelling, powerful yet limited way of looking at the material world.

We hope that the education at Elmfield will instil in our students a lifelong interest in science, and the ability to bring common sense, objectivity and questioning minds to bear on scientific or technological questions and assumptions, rather than being passive consumers of expert mediated scientific opinion. Our ex-pupils appear to support this



## Art as a Method and a Subject

AT ELMFIELD, ART IS NOT JUST A SUBJECT: it is an integral and essential medium for learning, a support for the whole curriculum. As the pupils study, art helps them both to reflect and to find ways of exploring and expressing the discoveries they make in the subject matter brought in lessons. One important aim in Waldorf education is that the creative faculties are cultivated in the child so they remain a part of their whole approach to life. Children's ability to express themselves artistically (and emotionally) is as important as the product of their work.

Art plays its part in every subject, at every age and stage of development, from Kindergarten to Upper School. In the early years painting with wet on wet is an experiential approach to colour. Gradually, as the child gets older, and motor skills and hand/eye co-ordination develop, form is introduced. Art supports all subjects and learning experiences.

IN THE LOWER SCHOOL drawing and modelling are used to explore subjects and record lessons and the classes have a weekly painting lesson. Wet on wet is used at least up to Class 5. From Class 6 onwards the teacher will introduce different techniques and mediums, such as veil painting, pencil drawing and charcoal.

From Class 7 or 8 pupils learn to work with perspective, light and shadow, and three-dimensional art. Art lessons mirror and support the stage of child development, so in Class 9 this includes light and dark, black and white, silhouettes and shadow. Through the Upper School pupils also study the work of great artists and integrate and transform that knowledge into their own work.

The Waldorf curriculum in the Upper School includes history of art, painting, clay-modelling, sculpture, stone-carving. Pupils may opt to study for a GCSE in Art and Design, and in Graphic Communication, for which the School has installed a purpose-built suite of Apple Macs.

When pupils embark on their GCSE work, the Waldorf curriculum dovetails with the examination requirements, which demand the demonstration of the development of an idea from sketches to final project.

## Handwork and Crafts

IT IS RECOGNISED that the practising of fine motor skills is essential to the development of thinking. Modern life has deprived children of so many opportunities to imitate and practise meaningful movement through the activities of the hands, so the practical and artistic side to the curriculum can in part compensate for this lack.

Elmfield provides a range of crafts that are part of the curriculum for all pupils and support the overall learning process and the development of a wide variety of skills and interests. Craft activities enable children to make things of use and beauty, to harness their imagination and energy to productive outcomes and give skills that can be used for creative activity throughout life. We believe that practical craftwork harmonises the soul faculties of a child.

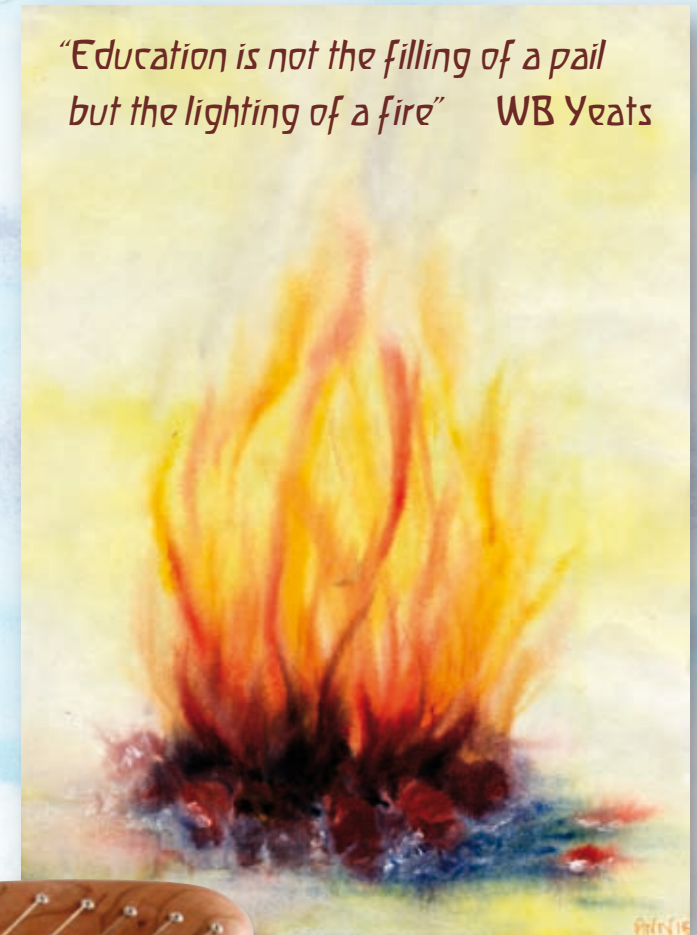
In **Handwork** the children develop dexterity and skills through knitting, crocheting, sewing, embroidery, including cross-stitch, and simple clothes making. The pupils also develop a sense of design and use of colour through the different types of handwork.

As children grow towards puberty their physical strength and energy need new challenges. **Woodwork** starts in class 5 or 6. Pupils learn how to use tools such as saws, chisels and gouges, to hold the wood in place with clamps and to choose different woods for different types of projects: eggs, bowls, toys, etc. In the Upper School students progress to carpentry and learn to use power tools.

Older pupils will generally have lessons in **Cooking, Pottery, Metalwork** (forge, copper beating and jewellery), **Basketry** and **Textiles**.

Each craft requires different skills and all of them require application, concentration and attention to detail, giving pupils a chance to experience a variety of materials, techniques and creative approaches.

*"Education is not the filling of a pail  
but the lighting of a fire"* WB Yeats



## Parents say...

*“My daughter is happy and confident at Elmfield, she is learning with interest, she has a good mix of friends throughout the school.”*



# Subjects throughout the Classes



## *Music*

MUSIC PLAYS A LARGE PART in the education of pupils at Elmfield School. In the Lower School, all children learn to play the wooden Choroi pipe, (similar to the descant recorder) initially by imitation, later learning to read music. Singing is a regular activity as the pupils progress from simple pentatonic songs to rounds and then to part singing.

From Class 1 all classes have music lessons every week learning singing, notation, musical concepts and experiences. Older classes are joined together to form larger choirs, exploring harmonies from around the world and providing musical contributions for our seasonal festivals. For example, Class 5 explores the music of the British Isles, and by Class 8 pupils experience music from around the world through playing, singing and listening. From the age of eight onwards many pupils take up an orchestral instrument; instrument teachers visit the school to give private lessons to pupils, which supports the musical life of the classroom and the school orchestras.

All the older pupils sing in the Upper School choir and many continue to play in the orchestra or join the guitar group. In Class 11, they study the history of music throughout the Western world as a Main Lesson, spanning a period of eleven centuries. There is also the opportunity to study for GCSE music which involves working with both performance and composition to a high standard. Pupils leave the school having an appreciation of a wide range of music and having been involved in both creating and performing.



## *Eurythmy*

EURYTHMY IS A MOVEMENT ART FORM in which music, the sounds of speech and geometrical design, as well as rhythmic and dynamic form, are explored in bodily movement, gesture and group choreography. Eurythmy can be used as a vehicle of self-expression in storytelling and drama.

Eurythmy is a central part of the curriculum in Waldorf Schools. It supports the growing child and adolescent with exercises designed to develop spatial and social awareness, fine and gross motor skills, listening and responding to music and language, balance, concentration, proportion and aesthetic awareness as well as self-awareness as an integral part of a group creative process. The lessons also support the curriculum in overall content and individual development. In Early Years and classes 1 to 5 the children will generally have one lesson a week, the older pupils two lessons. In the older classes some of this work will lead to performances for the school community. The curriculum is taught by a trained Eurythmist.

*“The need for imagination,  
a sense of truth and a  
feeling of responsibility:  
these are the three forces  
which are the very nerve  
of education.”*

*Rudolf Steiner*





## Gym and Games

FROM CLASS 3 pupils have gym and games lessons with a specialist gym teacher. In gym the playful exploration of the gym equipment through games and obstacle courses leads on to more formed gymnastic skills from Class 5. Emphasis is given to finding rhythm, balance and confidence as the child explores the many possibilities and dynamics of movement.

Games provide a safe space in which children act out the dramas and polarities they encounter in the world. The games are also chosen to support the development of social and spatial skills. With the onset of puberty, more physical challenges are given and sports are introduced which continue through to the Upper School. Pupils experience the value of team playing and rules. We have facilities for most sports plus archery and athletics, and basketball teams take part in the local schools' league.

In Class 5 pupils participate in the Steiner Schools Olympics camp held in Sussex, where they experience the disciplines of running, jumping, wrestling, discus and javelin according to the Greek ideal.

## Dance

PUPILS IN CLASSES 4, 5 AND 6 have a weekly lesson of dance. They start with dances from our own country and move on to traditional dances from abroad, thus enhancing their co-ordination and their sense of rhythm, as well as their social skills.

## Drama

DRAMA IS CARRIED by the class teacher in the Lower School, with classes doing a play most years. In the older classes they may do a musical, or a play in a foreign language. The big dramatic moment of the Lower School is the Class 8 play. In the Upper School the pupils do plays or operetta, as well as a variety of other performances such as concerts and variety evenings.

## Religion

RELIGION LESSONS at Elmfield explore the sacred and moral aspects of life through stories and biographies, as well as exploring aspects of religions of the world and of our Christian heritage. Lessons are non-denominational.

## Assemblies and Festivals

STEINER EDUCATION recognises the importance of rhythm in all aspects of life, and for all age groups. Throughout the School, but particularly in the early and class teaching years, the teacher places a high value on nature: seasonal tables, stories and activities are woven throughout the curriculum.

We also believe that there is a deep human need to underpin our daily lives with points of inner meaning. Weekly assemblies are held for Lower and Upper School at which a verse is said followed by a story or thought drawn from a diversity of experience, cultures or faiths. Performances, presentations, world events and biographies can also form a part of an assembly.

SEASONAL FESTIVALS are celebrated in the School, including Michaelmas, Martinmas, Advent, Easter, Whitsun and St John's. These are Christian in origin, and resonate with the seasonal rhythms of the year; however, their context is that of a search for a meaningful spiritual perspective, and is not denominational or sectarian.



## Parents say...

“ A calm atmosphere conducive to learning. ”

“ Firm but fair discipline. ”

“ Good educational standards. ”



# Upper School: Classes 9 to 11 for children aged 14 to 17

CLASS 9 IS THE BEGINNING OF THE UPPER SCHOOL. The students are now guided by two class guardians, and taught by specialist subject teachers. The class guardians replace the class teacher in pastoral care and contact for the students and parents.

THE WALDORF CURRICULUM continues in the Main Lesson and general subject lessons and approach, while the GCSE programme is introduced and spread over the three years. As the students are working with both programmes, GCSEs are taken over two years, and the pupils are a year older than their counterparts elsewhere when they take their final GCSE exams at Elmfield. Experience has shown that the added maturity gained, as well as the broad curriculum approach, is an advantage for pupils going on to Sixth Form College or elsewhere.

Whatever the GCSE choices, the whole class still experiences a broad spectrum of Main Lessons (see table). All students continue with general subject lessons including arts and crafts, religion, information technology, sports activities, drama and class plays and Upper School choir.

Each year a trip is undertaken, generally including: in Class 9, travelling to our sister school in Germany and working on their school farm; in Class 10, sharing in Camphill village life, catering for special needs. After a major fundraising effort, Class 11 travel abroad as a culmination of their time together at Elmfield. During the Upper School years, regular individual foreign exchanges enrich the school community.

Beyond the specific skills practised across the curriculum, each subject should be an opportunity to raise wider issues. We believe that such study should not be focussed solely on learning or passing exams but should be seen as a means to reflect on the deeper questions that young people have within them.

## *Overseas Students*

OVERSEAS STEINER WALDORF PUPILS ARE WELCOMED to Elmfield from Europe and elsewhere for periods of a term to a year. They experience the Waldorf curriculum in another cultural setting, improve their English and in turn enrich the life of the Upper School. Many Elmfield students go on exchanges to France or Germany for a period of study in a sister Steiner School.

THE UPPER SCHOOL AIMS to provide and foster:

- A broad cultural curriculum which recognises a spiritual dimension
- An interest in the natural world
- An ability to learn and to work
- An independent, self-motivated approach
- Empathy
- Social skills and awareness
- Moral responsibility
- Capacity for good judgment
- An education as a preparation for life that is fully comprehensive.

THE EMERGING INDIVIDUALITY OF THE ADOLESCENT needs meeting with appropriate challenges to encourage independent judgment, moral responsibility and inner balance. It is not just the physical body that undergoes change when a child reaches puberty. The capacity for judgement and independent thought, which has been slowly developing over the years, now begins to flourish as the world of ideas opens up to the young adolescent. Young people will naturally begin to question the world around them and to form judgements based on their own insights. The Waldorf curriculum is designed to support and enhance this growth in each young person.

The Upper School teachers aim to guide young people towards independent judgement, and to nourish their confidence to find their place and purpose in the world. We support the students to discover their emerging individuality, to enable them to develop their personal gifts and the qualities and capacities to be citizens of the twenty-first century, able to think with clarity, objectivity and human warmth and to take suitable action in their lives.







I hate the exploitation of India...  
 I hate from the bottom of my heart the odious system of untouchability for which millions of Hindus are responsible...  
 But I do not hate Englishmen...  
 I wish to reform them in all the loving ways that are open to me...  
 I cannot love Muslims and Hindus and hate Englishmen...  
 I wish them to love their life...  
 I hate the leads to destruction.

Mahatma Gandhi was a very important person for India, and the whole world! He became a political leader as well as a spiritual leader.  
 Gandhiji called to build unity through hunger strikes and standing up for the people's side.  
 Gandhiji believed that love and truth are the most important things in life. He taught us about non-violence - ahimsa - 'satyagrah'.  
 Through his whole life Gandhiji fought against racism, colonialism, caste and environmental pollution.  
 He is called 'Mahatma', which means 'big soul' in Sanskrit.

"I live for India's freedom and would die for it because it is a part of Truth."

## Subjects of the main lesson blocks

	Class 9	Class 10	Class 11
English / Literature	<ul style="list-style-type: none"> <li>History of Drama</li> <li>Primitive Drama to Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>World Literature</li> </ul>	<ul style="list-style-type: none"> <li>Parzifal – the Search for Individuality</li> </ul>
History	<ul style="list-style-type: none"> <li>The Struggle for our Civil Rights</li> </ul>	<ul style="list-style-type: none"> <li>20th Century History</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Civilisations</li> </ul>
Art History	<ul style="list-style-type: none"> <li>Ancient Art: Egypt to Medieval Times</li> </ul>	<ul style="list-style-type: none"> <li>Renaissance and the Great Masters</li> </ul>	<ul style="list-style-type: none"> <li>History of Architecture</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Climatology and Meteorology</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Geography</li> </ul>	<ul style="list-style-type: none"> <li>Social Geography</li> </ul>
Biology	<ul style="list-style-type: none"> <li>Human Physiology and Anatomy</li> </ul>	<ul style="list-style-type: none"> <li>Human Physiology and Embryology</li> </ul>	<ul style="list-style-type: none"> <li>Botany and Cell Biology</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>Organic Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Inorganic Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry of the Elements</li> </ul>
Physics	<ul style="list-style-type: none"> <li>Transport, Power, Communications</li> </ul>	<ul style="list-style-type: none"> <li>Newtonian Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Light and Matter, Wave/ Particle Duality</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Permutations and Combinations</li> <li>Descriptive Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometry and Surveying</li> <li>Progressions</li> </ul>	<ul style="list-style-type: none"> <li>Projective Geometry</li> <li>Finance and Economics</li> </ul>
Music & Drama	<ul style="list-style-type: none"> <li>Play</li> </ul>	<ul style="list-style-type: none"> <li>(Work Experience)</li> </ul>	<ul style="list-style-type: none"> <li>History of Music</li> <li>Play</li> </ul>

**EXTREME WEATHER**

**INHOSPITABLE WEATHER**

The weather is an inescapable fact that dominates our atmosphere. Regular as you, it affects us when we expect it. It can be a major inconvenience for some people and a matter of life and death for others. A hospitable fact is that for weather - it encompasses forces such as the changing horizons and 'glaciers' have dominated the last few years. Drought and floods are more frequent and the changing nature of the sky. The world as we know it is a delicate balance. If we think that balance, we have to suffer the pain of consequences that the planet can show that the 'inhospitable' man has 'upset' that balance. Being 'inhospitable' many scientists believe that the balance of the 'inhospitable' man has 'upset' that balance. Being 'inhospitable' many scientists believe that the balance of the 'inhospitable' man has 'upset' that balance.

**MAN'S AVARICE**

(Inevitably, due to man's greed, we are continuously violating the Earth's natural order...)

**WINDS**

WINDS are caused by differences in air pressure...  
 WINDS are caused by differences in air pressure...  
 WINDS are caused by differences in air pressure...

## GCSE Subjects generally taken

Class 10	Class 11 - a choice from:
English, Maths, French, German	Biology, Chemistry, Physics, English Literature, History, Art & Design, Graphic Communications, Music

## Parents say...

- “The music and creative expression possibilities for each child are brilliant!”
- “The greatest strength is the confidence given to the children to believe in themselves.”
- “Our child's individuality is seen as positive.”
- “The mutual respect developed between teachers and pupils.”



# After Elmfield?

AS ELMFIELD TAKES PUPILS to GCSE it is important to have choices for further education. Pupils go on to do A levels, AVCEs, NVQs and other trainings. As most of our pupils leave with more than 5 good GCSEs, a broad education and an interest in the world, they are attractive students for any college. Elmfield has found over the years that pupils wishing to take 'A' levels generally do well at King Edward VI College and Halesowen College; others take courses at Stourbridge FE College or other local colleges. A high proportion of our pupils continue their studies at University, a higher than average number going to an 'Oxbridge' college.

Elmfield and other Steiner Schools have found that Waldorf pupils are generally much appreciated for their warmth, interest, social skills and general abilities. As in any school some go on to be high-flying academics and become professors, lawyers, doctors and vets, others become artists or managers; you can find ex-Waldorf scholars in all walks of life.

## Comments from beyond Elmfield

### From King Edward VI College, Stourbridge

Doug Slessor, Head of Physics:

“ I've always been impressed by the Elmfield students

- their maturity - even though they are a year older they are still on average more mature than our year 13s
- their genuine interest in the subject
- their ability to work on their own initiative (a skill sadly lacking these days) - they don't mind being challenged by the work
- their confidence
- their concern for and interest in others
- social skills ”

Pam Stock, Director of Theatre Studies:

“ Elmfield students display a maturity which is massively useful, especially as their emotional core is developed. I have noticed they have excellent initiative, are conscientious and artistically wide-based. Elmfield students are always willing to contribute; indeed they have a strong sense of the team-work ethic. In academic terms, their performance in theatrical and practical work exceeds the general intake, probably by a full grade. ”

Emma Stevens, Sociology:

“ In the main I've found that the young people that I've taught from Elmfield are more questioning about the nature of the society they live in and are much more capable of independent thought than most students who've been through the conventional system, which of course makes them excellent sociology students. ”

### From an Ex Pupil

Henry Marshall, Senior Analyst, UK Government (Class 11 of 1993)

“ I sometimes have to remind myself of the start in life that I was gifted by Elmfield. The school readied me for the world in a unique and profound way. Now, when I look at work I find purpose, when I look at play I find joy, when I look at the world I still do so with a sense of wonder. Elmfield infused in me a sense of curiosity to look into life's mysteries which I still carry in me today. ”



## Ex-Waldorf pupil says...

“ One of the greatest gifts of Waldorf education... making you feel comfortable in the world and learning that being an individual is a wonderful thing. ”  
Julianna Margulies, actress



# And other matters....

## Learning Support Service

THE LEARNING SUPPORT SERVICE comprises several part-time Learning Support Teachers, a Eurythmy Therapist and the School Doctor. The School Doctor carries out a pre-Class 1 developmental assessment for all children, prior to acceptance into the main school. Regular screening of learning progress (literacy and numeracy) takes place at different ages through the Lower School. Pupils who are identified as experiencing difficulties with literacy or numeracy skills may receive some extra help from the class teacher or, in some cases, from a Learning Support teacher (on a one to one or small group basis, usually once a week).

EURYTHMY THERAPY is available to children on the recommendation of the School Doctor. The School Doctor may also recommend other therapies (costs not included in school fees) or referrals to outside agencies.

THE SCHOOL DOCTOR is an independent professional, who works in collaboration with teachers, pupils and parents. The Doctor's task is to support the pupils' general development and education and to promote their health and well-being. She offers advice to and liaises with parents, teachers, therapists, learning support staff and external services, where appropriate.

Referrals to the School Doctor are usually made by the class teacher or class sponsor in consultation with the parent(s).

The School Doctor has conventional medical qualifications, is fully registered with the General Medical Council and has further training in anthroposophical medicine, which is based on the same philosophy as Steiner Waldorf Education. The current School Doctor visits Elmfield School one day a week, is also involved with two other Steiner Waldorf schools and works with the NHS in Child Health and Community Paediatric Services.

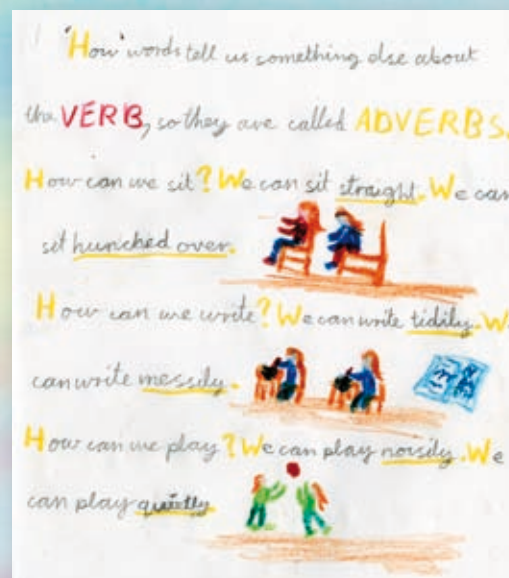
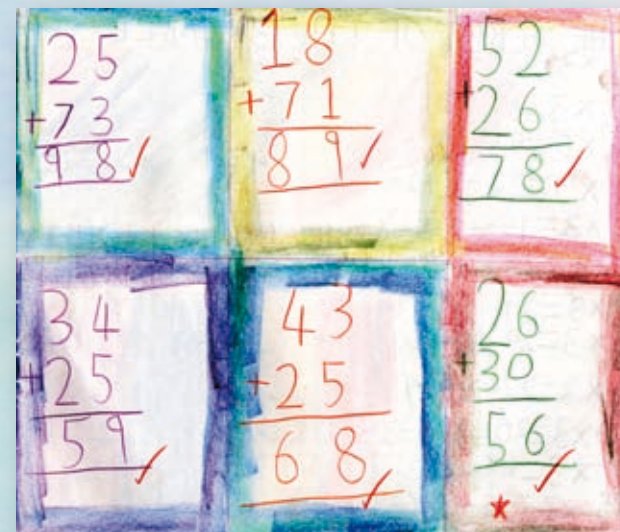
## School and Home

ELMFIELD TEACHERS AND STAFF seek to work closely with parents and encourage involvement in and support for the children's education and school. There are many opportunities for this through parents' evenings, discussion forums, P.T.A. social and fundraising events and support work around the school, plays, trips, special activities, festivals, etc.

It is important for the children and for their ability to engage in the education, that the home and school values are in harmony, so parents are encouraged to find out about the school's ethos and underpinning philosophy.

TV, VIDEOS AND COMPUTER GAMES are discouraged as forms of entertainment, particularly for younger children, as these are stunting to children's imagination, initiative and social interaction. Even for older children, care should be taken to limit the amount of time spent on these uncreative pastimes.

AFTERNOON CARE is available for young children to the end of school time and After School Care is available for children up to ten (possible requests for older children) until about 5.15pm. Please enquire for details and costs if needed. This is generally available by termly booking.





# Information and Location

## How the School is run:

AS PART OF THE IDEALS that underpin this education Elmfield has a collegial management system. There is no head teacher, but a chairperson supported by a group: the College of Teachers leads the educational direction and daily management of Elmfield School. This is a group of committed teachers and staff who meet weekly to hold the overview and direction of the education and take the necessary decisions about the life of the school. The Council of Management is responsible for overseeing the business and legal matters of the school; they are the trustees of the charity. This group is made up of elected members of the association: parents, friends of the school and designated members of the College of Teachers.

## Admissions process:

ONCE YOU HAVE ATTENDED AN OPEN EVENING or event and feel that Elmfield is the right place for your child, please fill in an application form giving as much information as possible about your child and send this to the School office with a recent photograph and, if your child is over five, a school report. If the School feels it may be able to meet your child's needs suitably, and if there is a place available, you will be invited to an interview, or, for children over seven, a trial day or two in School, followed by an interview. All being well you will then be offered a place. (Full admissions policy is on the back of the application form.)

*With this prospectus you should also receive a page of information on current fees, and exam results by pupils at Elmfield over the past few years. If you have not received them please contact the secretary at the School.*

## Location

ELMFIELD SCHOOL OCCUPIES BEAUTIFUL GROUNDS and consists of two Victorian mansions with new buildings added over the years. It has roomy classrooms, for classes of 20 to 25 pupils, a hall / gymnasium, a music and movement room, laboratories, craft workshops for woodwork, metalwork, pottery, sewing, cookery and music, an IT suite and Early Years classes. It is set in beautiful wooded grounds with enclosed playing field, hard court, garden plot and play areas. It is on the leafy edge of Stourbridge, not far from the town centre and the railway station.

Once a small Worcestershire market town, Stourbridge is situated on the borders of Shropshire, Worcestershire and Staffordshire, close to delightful countryside and yet conveniently placed for several larger towns. Birmingham's wealth of cultural activities includes its Symphony Hall and Rep Theatre only half an hour away and Stratford-upon-Avon is an easy 40 minute drive for the Royal Shakespeare Company. The Welsh border is about an hour's distance and Shropshire provides some beautiful countryside.

Stourbridge has a rich industrial past, and was renowned for glass, chain and nail making. It is on the edges of the Black Country. Its glass-making tradition is undergoing a current revival and several new glass-making enterprises have recently revitalised its central place in this ancient craft.

STOURBRIDGE IS STRATEGICALLY PLACED for motorways, railway, and airports. It is about half an hour from Birmingham, Worcester and Wolverhampton by train or road, giving easy access to most parts of England and Wales.



## Parents say...

“The most important thing for me is to see my child come home with a smile, wanting to go back tomorrow.”

“For me it is that teachers have care and interest to bring out each child's true nature.”

*If you require more specific information on a particular point please ask. A Parents' Handbook will be given to you if your child is enrolled at the School and is available for reference before that.*



## Rudolf Steiner and the birth of Waldorf education

RUDOLF STEINER'S RICH LEGACY can be found in many fields: education, farming, medicine (including Weleda medicines), architecture, the Camphill communities (for people with special needs), movement, eurythmy, music, banking and more.

Rudolf Steiner (1861 – 1925) was born in Austria and his early work focused on science, the classics and philosophy. He experienced the reality of an inner life, and started to share his faculties for spiritual perception with an increasing group of people, including doctors, priests, farmers, scientists, teachers and businessmen. His belief in the science of spiritual life became known as spiritual science, or Anthroposophy. Over the first quarter of the 20th century he gave lectures on Anthroposophy and its applications, in many countries of Europe. Most of these are available in print in English.

In the aftermath of the First World War, Steiner's ideas on social renewal and reorganisation gained wider recognition, and in 1919 he was asked to start a school in Stuttgart for the children of the workers at the Waldorf cigarette factory.

In the following years he worked with teachers to open more schools in Germany, Holland, Switzerland and Britain. Through this work he gave many insights and indications for education and understanding child development. These have been worked with by teachers, doctors, therapists and parents for more than eighty years and adapted to meet the needs of education and modern children of different cultures and countries worldwide. Over nine hundred Steiner Waldorf schools share a common regard and appreciation for his educational methods. Each school is unique but part of a family working with the same ethos and approach.

*Steiner education works through rhythm, structure and artistically presented content, brought imaginatively to children at the right time in their development. Each lesson, day, week and year has its own form and rhythm; they are mutually supportive and together give a healthy pace to learning.*



“ It's great being a parent here, there is so much one can learn, get involved with and a real feeling of community. ”

“ It was a bit sad when my children grew out of Elmfield, I really enjoyed being a parent at the School. I joined the choir, went to a craft group when the children were little and helped with costumes for plays - it was great! My husband got involved as well and was a trustee for several years. He learnt a lot as well as helping the School. ”



“When the Waldorf curriculum is carried through successfully, the whole human being – head, heart and hands – has truly been educated.”

Henry Barnes, early UK and USA Waldorf Teacher

Measuring the height of a school building

Perhaps the most simple way of obtaining the height from the ground is to use a theodolite. One sets up the theodolite on a small table; then, by using the angle of elevation (which stays the same), the theodolite height can be established. Then transferred back into another. After this is done, the height of the person must be added to give the overall height of the building.

The second way is quite similar but involves more of an equation. (angle of elevation =  $30^\circ$ , base = 22m)

$$\therefore \frac{h}{22} = \tan 30^\circ$$

$$h = 22 \times \tan 30^\circ = 14.03$$

$$+ 1.8 = 20.83 \text{ m (H)}$$

Find out various problems created on the subject:

1. Find the height of the church tower.  $\tan 60^\circ = 25 = \frac{h}{22.2}$

2. A person of height 1.8m measures the angle of elevation to the top of a tree as  $55^\circ$ . The person is 120m from the foot of the tree. Find the height of the tree.

$$\tan 55^\circ \times 120 = 0.71, + 1.8 = 58.9 \text{ m}$$

3. An observer in a light house measures the angle of depression to a boat at sea as  $22^\circ$ . The observer is 120m above sea level. Find the distance of the boat from the light.

4. The angle of depression from the horizontal is  $22^\circ$ . How far from the lighthouse is the boat?  $\tan 22^\circ = \frac{120}{x}$

## Voices for Women

Emilia Davison

One of the most famous women that England would be proud to call her own was the daughter of a nobleman. She was called Emily Davison. In 1913, she was killed at the Derby by the King's horse when she ran out against it making a protest. A great thing that came out of this was that it got people attention, although many thought her to be crazy. When reading up about women rights one cannot be made that Emily Davison had a big part to her for our time today. Thanks to her the campaign for women to be allowed to vote began. Her death was a tragedy for women to be allowed to vote began. Her death was a tragedy for women to be allowed to vote began.

Some people who were against women having power say that women got brought that women were the weaker sex because in the Bible it shows Eve ate the biggest and so forth.

Impossible on the other hand we cannot of course ever prove, they were the strong and were thinking women, and said that they would provide both worlds which would lead to England having a smaller army.

**Five Lives**

1. Emily Davison was a woman who was very brave.
2. She was killed at the Derby in 1913.
3. She was a member of the Women's Suffrage Movement.
4. She was a pacifist.
5. She was a socialist.

**Libertarian Rights**

**VOTES FOR WOMEN**

**Equality**

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The climate changes sharply in the Arctic. In the winter, the temperature drops many degrees below freezing. Not only does it become very cold, but also blizzards and fierce winds make it necessary to find strong, warm shelter.

The snow comes suddenly, and the swift winds pile it into great drifts. The Eskimos cut blocks of frozen snow. They build a rounded igloo with these blocks. The wind and snow will swirl off a rounded build.

After the blocks of ice snow are in position, the Eskimos light a hot fire inside the igloo. When the snow begins to melt, the fire is put out. The melted snow fills the cracks between the blocks and freezes again, solid. Now no wind or snow can penetrate.