



Elmfield Rudolf Steiner School

Personal, Social, Health and Economic Education Curriculum Statement

November 2019

Policy Tracker – Responsibility for monitoring this policy: Simon Birch (Interim School Lead)			
Date	Reviewed and Updated By:	Role	Date Approved by the Council of Management
12/03/19	Diana Ball	Education Lead	
13/11/19	Andy Plant	Education Lead	26/11/19
15/7/20	Name change update		

Waldorf education exists to serve growing human beings by helping them to maintain and develop wholesome good health in their physical, emotional and mental life throughout their education. The curriculum supports these aims and parents are encouraged to participate by ensuring healthy nutrition, sleep rhythms, social interaction and age appropriate activities.

Steiner Waldorf Education at Elmfield strives to develop rounded, competent young people with a healthy self-esteem who are able to impart purpose and direction to their lives. This is taught and fostered implicitly through the curriculum and in the relationships between staff but it is also taught explicitly through our PSHEE Curriculum which at Elmfield seeks to:

- help individuals develop their true potential in a number of fields.
- develop skills in the academic, musical, physical, artistic, creative and social realm.
- give curricular guidance and support to our pupils, so they can become independent learners and to give direction on how and what they need to do to improve.
- give personal guidance to support their physical, emotional, health and well-being.
- to have a comprehensive program on: the dangers of drugs, alcohol and other addictions; sexual health and healthy relationships; bullying, misuse of social media and modern technology and E-safety.
- give vocational and careers guidance so the pupils are aware of future options.
- to signpost on the next stage of Education and to help with this transition.

Early Years

Children in the Early Years learn through imitation and a strong and regular rhythm ensures that the children feel safe and secure. Healthy eating is promoted and children are involved in baking, preparation of vegetables and fruit, making soup and other activities. All food is fresh and organic where possible, and hygiene is an important part of the daily routine.

Children in the nursery and kindergarten spend time outdoors, regardless of the weather, thus enabling them to experience nature and the natural rhythms of life, fostering a respect for the world around them.

The children are immersed in a rich culture of traditional stories and fairy tales whereby the children experience archetypal relationships expressing the masculine and feminine, chivalry, and attitude of what is right and true. Social awareness is fostered through games, natural play and other group activities such as sharing lunch. Appropriate behaviour is modelled through the words and actions of the Early Years staff.

Lower School (Classes 1-5)

Following on from the Early Years, much of the work is continued by class teachers in order for children to hold their reverence for the natural world and to care for their peers and their environment. Each class is encouraged to work together as a group, and children are encouraged to help others, recognizing their different strengths.

As the social group grows, the children gradually, and in their own time, awaken to gender and sexuality as they would within a family unit. The children are supported in their relationships and growing awareness through stories, which provide imaginative understanding of moral and social practice, good and evil, justice and redemption through the main lesson themes. Stories will also deal with death and bereavement in an age appropriate way.

Classes 1 and 2

In Class 1 and 2 the children regularly go on a nature walk to the local park; in Class 2 the children have two nature lessons a week, learning about the world around them and how to take care of the environment. They are introduced to morals and qualities through folk and nature stories, nature observation; saint stories and fables.

Our school food policy supports healthy eating objectives and snacks at break and lunch is eaten together as a whole group, supporting the social aspect.

If there are social difficulties, then the teacher will address through a pedagogical story and/or circle time where the issue will be addressed in an age appropriate manner.

Playing structured games teaches them turn taking, how to be a good loser and celebrating others' success and joy.

Parents' evenings are with all of the parents and all at the same time. This is to share the curriculum with parents alongside sharing a picture of the children developmentally. If there are any collective issues within the social fabric of the class, the teacher can address this with the parents globally. This 'Wrap-around Care' can support the individual child as well as the group as well as encouraging the active support of the parents and carers.

Older pupils are buddied up with Class 1 pupils and will go out to play with them weekly. They will often have other points in the year, where they meet up socially or help them with some work in class.

Class 3

The curriculum now focusses on Old Testament stories, nature observation, farming and animal husbandry. E-safety awareness and education continues in more in depth and is guided by the individual class and their needs. It starts off with the explicit reinforcement of healthy relationships; positive communication; what to do when someone or something upsets you; secrets and what are not good secrets to keep; how to apologise; forgive and not hold grudges; building positive relationships with your peers; work buddies.

Class 4

The main lesson now focusses on Norse Mythology, human beings and animals. The children are beginning to take ownership as they become more independent and there is a focus on bullying, friendships and teamwork. As a party of Norse Mythology children consider the nine noble virtues which also allows for discussion of British Values. There is continued work on e-safety and the children complete a Bikeability program.

In line with changes that some may be experiencing the girls will have a puberty talk. This will cover menstruation, feelings and physical changes.

Class 5

Main lesson topics now move onto Greek Mythology, nature observation, animal studies, botany and plant reproduction. The children further examine values, moving from Greek to British to their own. The class is now taking much more ownership and make their own rules and sanctions for behaviour. E-safety guidance deepens as many pupils by this age have access to technology, with talks addressing Netiquette and online safety being held by the teacher.

The boys have a puberty talk focusing on the physical changes and feelings they may be experiencing. There will also be a sharing of what the opposite sex are experiencing.

If any issues of an inappropriate sexual nature arise in the younger classes, teachers will consult the Education Lead and Safeguarding Lead for guidance.

Middle School (Classes 6-8)

During these years, the children begin to reach puberty and the curriculum cultivates a sense for social responsibility. The child begins to question authority and has the emerging potential for self-reflection.

The Class 6 main lesson on Life Cycles allows for the beginning of age appropriate sexual education, leading through to Health and Hygiene in Class 7 and then Human Anatomy in Class 8. Teachers begin to provide pupils with comprehensive coverage of the issues surrounding sex and relationships and encourage an atmosphere of respect and understanding while leaving pupils free to form their own judgements.

In general, we aim to give the pupils the skills necessary to manage their relationships in a healthy and responsible manner. Topics discussed include the biological aspects of reproduction, different types of sexuality, the impact of law and culture on sexuality, emotional challenges that can arise and how to stay healthy and safe. Sex and relationship education in the Middle School can be direct, but should always be related to biology, relationships and love.

During the Health and Hygiene main lesson, the dangers of smoking, drinking and drugs are discussed. Healthy eating is also part of the Health and Hygiene main lesson, and cookery and gardening lessons also underpin the teaching of healthy lifestyles in the Middle School.

Middle School children are encouraged to become involved in fundraising for charities and receive a Business Maths main lesson in Class 6 to introduce them to monetary and financial matters.

Roman history in Class 6 introduces the concept of law and the history of modern revolutions explores the emergence of modern political constitutions and the rights of man. During Class 8, formal debating is introduced around current themes.

In the weekly assemblies many PSHEE themes are addressed such as: Inspirational people and how they overcame a difficulty; nature and care of the environment; the inner meaning of the festivals we celebrate at school; stories about festivals of other cultures and faiths;

Upper School (Classes 9-11)

There is a PSHEE plan for all three upper school classes and this is delivered through weekly PSHEE sessions (either together or individual class on a rotation basis) and the topics covered are in line with Statutory requirements, responding to the pupils' needs and comes out of discussions with upper school teachers at meetings and Greater College.

Topics covered are: Relationships and sexual health; addictions; E safety; Careers and future steps and sign posting; finances and budgeting; LGBT issues; citizenship and politics; environmental issues and Mental Health. Pupils are given the opportunity to ask questions and hopefully develop their confidence and resilience.

The weekly Upper School assembly offers talks for the pupils, which cover a wide range of topics designed to widen students' understanding of the world and local issues. Topics include social, moral and ethical issues. For example: bullying; racism; human rights; LGBT awareness; respecting and caring for each other and the world around us; charity work; citizenship, democracy and politics; social media and the internet.

Upper School classes are paired with the children in classes 1, 2 and 3 and spend time working and playing together. This prompts much interesting reflection and increases their sense of responsibility for others and feeling of safety within the school.

In the Upper School afternoon modules are vertically integrated within classes 9, 10 and 11, which enables students to experience a wider peer group and presents opportunities for younger students to learn from older ones.

Upper School students receive regular talks in tutorials and sometimes assemblies from outside speakers on a range of career choices as well as presentations by local colleges relating to courses offered. In the Upper School foyer there is a range of literature on college and university courses as well as up-and-coming career open events/open days at colleges. From time to time local colleges come to Elmfield to give talks on the courses they offer.

Pupils receive assistance with seeking work experience placements and the school tracks their progress with their applications for work experience. A range of careers talks are offered from the academic to the artistic, from the practical to business. These talks are delivered in an impartial manner and give the students the opportunity to make informed choices for their future steps.

At the time of writing (Nov 13th 2019), a new PSHEE programme is about to be researched and written. This will consider all of the above and also include the new statutory requirements. The intention is to implement the new programme from Spring 2021.

Related Policies

Upper School Curriculum Statement

Lower School Curriculum Statement

British Values Statement

Equal Opportunities Policy

SEND Policy