



## **Nant-y-Cwm Steiner School PSE Curriculum Policy**

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Next review: July 2019

Related policies: Positive Behaviour and Discipline Policy, Anti Bullying Policy, Safeguarding Children Policy and Procedures; E-Safety Policy and British Values Policy.

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A healthy social life is found only when, in the mirror of each human soul, the whole community finds its reflection, and when, in the whole community, the virtue of each one is living.

Rudolf Steiner

### **Introduction**

The Nant-y-Cwm Steiner School PSE education supports pupils in developing the knowledge, skills and attributes that prepares them for a healthy and positive engagement with life as a citizen of the 21st century. The curriculum aims to develop skills and attributes such as resilience, healthy self-esteem, risk-management, team working and critical thinking, grouped into three core themes:

- health and wellbeing
- relationships
- and living in the wider world

Overarching concepts developed through the PSE Curriculum

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online) - pupils learn to understand and articulate their emotions, learn to manage new or difficult situations effectively and to respect the importance of stable and positive relationships. The cohesion and continuity of the classes from 1 - 8 with their class

teacher plays an important role in this, providing in the main a safe and supportive emotional learning space.

3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world). From kindergarten onwards we encourage the children to explore and to push their boundaries of learning. This includes taking risks. We work on consciously engaging them in this process, to weigh up the positive and negatives of a risk situation, and work together to decide whether this is a healthy, positive risk. We regard this as a very important aspect of education that prepares pupils to engage effectively with risk in all areas of their lives.

5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. Career (including enterprise, employability and economic understanding)

## **Integrated Approach**

Although we seek to cover a broad range of important issues, we feel it is essential that pupils' experience of PSE education is not simply a series of 'one off', disconnected sessions each on a different topic and focusing only on factual content. Nant-y-Cwm Steiner School therefore adopts a largely integrated approach to PSE education, offering both explicit and implicit learning opportunities and

experiences which reflect pupils' increasing independence and physical and social awareness as they move through the school.

## Citizenship

Exploring the concept of citizenship helps young people to develop the knowledge, understanding and conviction to want to play an effective role in their local, national and global communities.

## Curriculum

PSE education is imbedded into our curriculum in a wide variety of ways, through the Main Lesson topics and through subject lessons such as foreign language teaching, the arts and the Outdoor Classroom.

Class	Steiner Curriculum Content	Relationship to PSE curriculum
1	<p>Maths – teaching from whole to parts – social sharing</p> <p>Fairy Tales – innate simple wisdom relating to moral conduct</p> <p>Learning basic social school habits – speaking and listening</p> <p>Taking care of class environment</p> <p>Wax drawings: mistakes cannot be erased – have to modify, re-create.</p>	<p>Economic wellbeing</p> <p>Personal wellbeing</p> <p>Relationship skills</p> <p>Citizenship/environment</p> <p>Personal flexibility to manage situations</p>
2	<p>Fables – experience the repercussions of cunning, dishonesty etc through stories that engage the feelings but one removed through animals.</p> <p>Saints – learning about those wise and mature human beings who have mastered those baser 'animal' instincts and serve humanity well.</p> <p>Many aspects of class 1 continued.</p> <p>Begin to take responsibility for something beyond own classroom</p>	<p>Relationship skills</p> <p>Citizenship</p>
3	<p>Practical emphasis on building/farming - sustainability.</p> <p>Introduction to trades/builders Money, introduction to - transactions both as customers and shopkeepers.</p> <p>May even play with honesty/dishonesty and the experience of both parties</p> <p>If you know how to build a shelter and find food on the earth - you can survive - gives confidence</p>	<p>Economic wellbeing</p>

	<p>Narrative content: Biblical stories - strong moral content, exploration of right and wrong. Judaism, sharing Jewish festivals. Moral authority - gives confidence Overnight school trip/farming trip Recycling for the school</p>	<p>Personal /Relationships Religious diversity  Environmental Personal resilience</p>
4	<p>Narrative content of Norse myths - greater moral ambiguity - exploration of more complex relationships amongst the gods; treachery, dishonesty, isolation and love. Formal letter writing - how to address situations of work and responsibility: vocabulary, etc Local geography - how much do the children know about their own local environment - including businesses Overnight camp</p>	<p>Personal /Relationships  Economic wellbeing  Personal Resilience</p>
5	<p>Narrative content Greeks, the first form of Democracy - how was this conducted? Life of Buddha – Buddhism. Hinduism. Steiner School Olympics - athletics training, all students - graceful and active use of own body. Uses and abuses of passive/active tense in language - evading or taking responsibility – e.g in politics. Geography of Great Britain and N Ireland - understanding our own regional cultures including songs, stories, poetry or dance Pupil Support Team responsibilities begin</p>	<p>Citizenship  Religious diversity Personal wellbeing  Citizenship  Citizenship</p>
6	<p>Life of Christ - Christianity Life of Mohammed - Islam Rome - monarchy, empire and republic - the impact on its people Book keeping - balancing books, profit/loss/interest etc Class overnight trip planned by the class - and costed</p>	<p>Religious diversity  Citizenship  Economic wellbeing  Economic/building resilience</p>
7	<p>Business maths - exploration of economics - how commodities made, sold - who profits, exploitation etc - (Industrial Revolution) Life Cycles - human reproduction; birth and death Age of Discovery - and slavery - Human Rights World Geography - own project 10 min presentation to audience</p>	<p>Economic wellbeing  Personal Wellbeing  Citizenship  Personal Identity</p>

	Anti-Bullying school assembly Narrative content: great historical figures. Overnight trip - fundraised by class enterprises.	Citizenship  Economic / Building resilience
8	Modern History - exploration of moral victories and moral failures Genocide; Human Rights Associated with World Geography - Imperialism - Rights and Responsibilities Nutrition and health Physiology - understanding of their own bodies Sewing their own garments - cultivating respect for material goods Full length production of play - exploration of human relationships Own large project over the year Careers workshop	Citizenship    Personal Wellbeing  Economic wellbeing  Personal wellbeing  Personal Identity Economic wellbeing

Throughout the school years:

**FOREIGN LANGUAGES:** Foreign language learning cultivates social skills – as the children work with the uncertainties of not knowing well how to express themselves (this encourages empathy with those they encounter who are unable to express themselves for similar or different reasons), engage with another culture and learn greater objectivity about their own culture.

**ART CURRICULUM:** All the arts involve some level of emotional response through the different colours, sounds, movements and their interactions that go into creating. Through a careful building up of a conscious understanding and relationship to colour and form, from class 1 to 8, the children are educated to express themselves through the arts as well as through speech and writing.

**MUSIC:** International songs (and rhymes) - shared from our children's homes and different countries - in unison or in parts. Class 3 onwards works with music in parts, rounds that demands holding your own but also listening the others to keep in time.

**GAMES:** Children experience social situations appropriate to their developmental age/profile in carefully planned games, which allows them to navigate difficult circumstances and emotions.

## PSE Key Objectives

Class 1 will be able to take care of their classroom environment - including recycling, caring for desks, etc

Class 2 will present to the school a variety of songs, rhymes, poems from different countries.

Class 3 Will have a basic understanding of monetary transactions as both shopkeeper and customer

Class 3 Will know how to take care of their own day to day hygiene - not only discussed in class but hopefully will be monitored by parents at home.

Class 4 Set up small fundraiser for a local charity

Class 5 will have achieved an understanding of healthy exercise and its benefits while training for the Olympics.

Class 6 end of - will have basic understanding of major world religions - present some written work on this.

Class 6 will plan, cost, prepare and carry out a small business venture.

Class 7 will have achieved a good understanding of healthy diet and its impact on health. Keep food diary for 14 days in preparation for discussion.

Class 7 will present a project to class and parents, on a country from another continent, to include song, food, something admirable about the country and something challenging.

Class 8 will be able to plan, cost and execute the planning of their European Trip as a class.

Class 8 will be able to write a reflective piece on human rights, for example, the effects on women and children caught up in war.

## Essential Skills and Attributes developed through the PSE Curriculum

### Personal effectiveness:

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)



2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

#### Interpersonal and social effectiveness:

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including:
  - Active listening and communication (including assertiveness skills)
  - Team working
  - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  - Leadership skills
  - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

#### Managing risk and decision making (integral to all of the above):

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

## Assessment

Due to our integrated approach, the assessment of implicit learning PSE education is incorporated into Main Lesson and subject lesson reviews. Explicit learning and one-off sessions are assessed separately.

There are a number of reasons why it is important that learning in PSE education is assessed. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, trustees and school inspectors to see the impact that PSE education is having for pupils and for whole school outcomes.

The essential skills and attributes identified in the PSE curriculum are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

## Further Notes

PSE is an integral element of our whole school curriculum and is therefore an area which is under continual review. We are currently working on developing the above key objectives further and also, how and what age to work with the children on substance abuse, domestic abuse, sexual orientation, relationship breakdown and other issues.