



Health and Wellbeing Policy

Review date	Reviewed by	Amendments	SGT review of amendments
27/10/25	EH	Policy creation	

Date for next review: September 2026

References

This policy has been written with reference to:

- The Equality Act 2010
- The New Curriculum for Wales Health and Wellbeing AoLE
- Guidance from Waldorf UK

1. Context

This policy outlines our commitment to delivering a comprehensive health and wellbeing education (formerly known as PSHE) that aligns with the principles of Steiner Waldorf education. Whilst we are not obliged to conform to the statutory curriculum outlined in the New Curriculum for Wales Health and Wellbeing AoLE, this document as well as the embedded wellbeing curriculum has been written with reference to it. Our approach integrates all aspects of wellbeing education into our curriculum centred on child development with the aim of fostering well-rounded individuals who are prepared for life in a diverse society.

2. Aims and scope

This policy is for:

- 2.1. Parents/guardians
- 2.2. Pupils
- 2.3. Staff

This policy aims to:

- 2.4. support the emotional, social and ethical development of students, nurturing their ability to make informed decisions and contribute positively to society.
- 2.5. provide a curriculum that is responsive to the developmental stages of students, ensuring content is relevant, appropriate and accessible.
- 2.6. promote understanding and respect for diversity, including race, nationality, religion, sexuality, gender identity, (dis)ability and to foster an environment where all students feel valued and supported.
- 2.7. align where appropriate wellbeing education with the Curriculum for Wales, particularly the Health and Well-being Area of Learning and Experience (AoLE) and the Relationships and Sexuality Education (RSE) Code.

3. Curriculum Framework

Our PSHE curriculum is structured around the developmental stages outlined in the Waldorf curriculum framework, ensuring that content is introduced at appropriate stages of student development. This structure is further aligned with the Health and Well-being AoLE, which set out five broad strands of ‘what matters’ in health and wellbeing education:

- 3.1. **Physical health and well-being are essential for living and learning.** The importance of maintaining physical health as a foundation for meaningful learning and the healthy development of the child. Principles of healthy living are embedded throughout our school through:
 - 3.1.1. Healthy lunches policy (see parent/guardian handbook)
 - 3.1.2. Regular and purposeful movement integrated into learning (eg. skipping, clapping, throwing/catching, stepping, balancing).
 - 3.1.3. Weekly Games and Eurythmy lessons
 - 3.1.4. Weekly gardening/permaculture lessons
 - 3.1.5. Appropriate length of play time at lunch and break
 - 3.1.6. Regular walks in the local area
- 3.2. **Mental and emotional well-being are essential for living and learning.** We recognise the significance of mental and emotional health, and the need for children to develop resilience, self-awareness, courage and strength to navigate the challenges of life.
- 3.3. **Decision-making impacts our health and well-being.** As they grow and develop their intellectual capacities, our curriculum encourages children to understand the consequences of their choices and to make informed decisions that positively affect their health and

well-being as well as that of others.

- 3.4. **Social influences impact our health and well-being.** Older children have developed the skills and virtues needed to understand and navigate how relationships, peer pressure, and societal norms can influence individual choices and well-being. Young people develop critical thinking skills that allow them to live as truly free individuals.
- 3.5. **Healthy relationships are fundamental to our well-being.** At all stages of development, children learn how positive relationships are built and maintained through healthy, respectful, and supportive connections with others.

4. Curriculum and approach: Early Childhood (Kindergarten: 3-6yrs)

In Kindergarten, children learn through rhythm, movement, imaginative play, practical activities, and social interaction. This naturally nurtures all aspects of health and well-being. Each child's developmental stage, both chronological and emotional/social, is taken into account in terms of how staff work with them and how they access the relevant aspect of the kindergarten curriculum.

- 4.1. **The importance of physical health and wellbeing** are nurtured through movement, outdoor play, and self-care practices.
- 4.2. **Mental health and emotional wellbeing** are nurtured and developed through imaginative play, rhythm, and nurturing environments.
- 4.3. The foundations for competent **decision-making** are built through strong, predictable rhythms and modelling by the adults. The kindergarten aims to nurture a sense of security and safety rather than overburdening young children with responsibility.
- 4.4. **Social influences** are implicitly and unconsciously understood through cooperative activities, circle time, and role modeling.
- 4.5. **Healthy relationships** are fostered through supported peer interactions, teacher-child relationships, and community activities.

5. Curriculum and approach: Main School (Class 1-8 6-14yrs)

Children begin formal learning in Class 1 within the Steiner-Waldorf context. Wellbeing and health education is embedded within all aspects of the curriculum and not taught as a discrete subject until children are in Class 6. All aspects of healthy development are supported through the curriculum and explicit learning, particularly the RSE curriculum, is delivered at developmentally and socially appropriate times for each class.

The tables below seek to outline how the key areas for learning and experience are embedded within the curriculum.

5.1. Class 1-2 (6-8 yrs)

Between ages 6 and 8, children are transitioning from the imaginative, play-based learning to more structured school life and explicit learning. During this period children continue to process the world pictorially, through their imagination. They're co-ordination and fine motor skills begin to develop more precisely whilst their emotional social capacities undergo rapid development as peer relationships and their sense of community become more important. They begin to internalise a sense of right and wrong and thrive under the guidance of adults who seek to nurture this. The Steiner-Waldorf curriculum seeks to harmonise learning with emotional, social and physical development that lays the foundations for more independent thought later on.

Curriculum Area	Supporting wellbeing	AoLE
Rhythmic lessons and integrated movement (eurythmy, games)	Develops coordination, body awareness, stamina, cooperation, motor skills.	Physical health and well-being are essential
Storytelling including fairy tales, moral stories, stories of inspirational people	Builds empathy, understanding of feelings, social norms, modelling of moral actions, building of emotional resilience and understanding. Opportunities for exploring peer relationships.	Mental health and emotional well-being are essential
Practical Handwork & Crafts	Strengthens fine motor skills, patience, self-efficacy, perseverance and development of will.	Physical health and well-being are essential Decision-making impacts well-being
Circle Time & Class Community	Encourages collaboration, communication and respect. Opportunities for reactive teaching to explore peer dynamics, appropriate behaviour.	Healthy relationships are fundamental
Observation of Nature & Seasons	Supports mindfulness, wonder, and connectedness. Respect for environment.	Mental health and emotional well-being are essential
Healthy Habits (handwashing, eating)	Instills hygiene and self-care habits	Physical health and well-being

routines)		are essential
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5.2. Class 3-5 (age 8-11)

Between ages 8 and 11, children undergo a significant developmental transition often referred to as the Rubicon. This marks the crossing from the early childhood phase into middle childhood and is characterised by a shift from imaginative, pictorial learning to more reason-based, logical approaches. Whilst educational experience remains creative, the child's increased capacity for reason means that learning becomes more explicit. Children question and internalise moral values as well as developing increased empathy and emotional awareness. There is also a developing capacity for responsibility and practical competence.

Curriculum Area	Supporting wellbeing	AoLE
Eurythmy, Games and integrated movement	Enhance coordination, fitness and confidence. Cooperation.	Physical health and well-being are essential
Form Drawing & Handwork	Concentration, motor skills, self-confidence, perseverance and development of will.	Decision-making impacts well-being
Nature Walks & Gardening	Connection with environment, mindfulness, responsibility and sense of achievement.	Mental health and emotional well-being are essential
Class Plays & Storytelling	Develop empathy, teamwork, emotional literacy. Opportunities for exploring interpersonal relationships, resilience and cooperation.	Healthy relationships are fundamental
Social Responsibility & Community Projects. Eg. building projects, local geography, farming, occupations.	Understand fairness, cooperation, civic engagement and beginning to sense social justice.	Social influences impact our well-being
Early introduction to Puberty & Body Awareness through	Early awareness of physical changes, respecting privacy and	Decision-making impacts well-being

explicit teaching	more explicitly understanding consent.	
Basic Health & Nutrition through daily routines.	Beginning to develop explicit understanding of healthy eating, hygiene and understanding bodily needs.	Physical health and well-being are essential

5.3. Class 6-8 (age 11-14yrs)

Between ages 11 and 14, children enter early adolescence, crossing into a stage of profound physical, emotional, and cognitive transformation. This phase is characterized by a shift from concrete learning toward abstract thinking, self-reflection, and moral reasoning. Learning increasingly involves logical inquiry as well as imaginative exploration. A child's sense of justice, fairness and individual personal values emerge and peer relationships and social awareness become more central. Heightened emotions and awareness of self can characterise this period of development as children explore identity, autonomy, independence as well as rapid bodily changes.

Curriculum Area	Supporting wellbeing	AoLE
Eurythmy & Sports	Physical development, stamina, teamwork, development of physical self-discipline, cooperation and determination.	Physical health and well-being are essential
Life Skills & Practical Arts including woodwork, handwork, outdoor projects, expeditions/walks.	Responsibility, problem-solving, resilience.	Decision-making impacts well-being
Human and Natural Science Main Lesson Blocks (see curriculum policy for details).	Understanding the body, puberty, reproductive health. Opportunities for discussion of healthy relationships, diversity of relationships and family structures.	Decision-making impacts well-being
RSE & Relationships Education through discrete lessons or main lesson block.	Consent, emotions, diversity, gender identity	Healthy relationships are fundamental
Peer and Community	Cooperation, social	Social influences

Engagement through class fundraising activities, trips/visits, human geography main lesson.	responsibility, empathy, sense of personal responsibility.	impact our well-being
Creative & Reflective Work (art, music, storytelling, drama)	Emotional processing, self-expression, resilience, cooperation.	Mental health and emotional well-being are essential
Decision-Making & Personal Safety	Risk awareness, online safety, boundaries	Decision-making impacts well-being

6. Assessment and Evaluation

- 6.1. **Formative Assessment:** Ongoing observation and reflection to assess students' understanding and development.
- 6.2. **Parental Involvement:** Engaging with parents to share insights and strategies for supporting PSHE learning at home.
- 6.3. **Review and Adaptation:** Regular review of the curriculum to ensure it meets the evolving needs of students and reflects current understanding. Feedback from students gathered in older class groups.

7. Right to withdraw

Our priority is that all children receive a comprehensive and appropriate education that supports their health and wellbeing. We recognise that families have different approaches to some aspects of the health and wellbeing curriculum and encourage parents/guardians to share concerns or questions they have about what is taught and the methods of delivery. As a non-maintained school in Wales, parents/guardians have the right to withdraw their child from any aspect of the curriculum and this should be made clear in writing to the school.

8. Policy Review

This policy will be reviewed annually to ensure its effectiveness and alignment with educational standards and best practice. Feedback from students, parents, and staff will be integral to the review process.