



Lancaster steiner school  
lower School Curriculum Policy  
February 2016

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## Lancaster Steiner School Curriculum Policy

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## Introduction

Lancaster Steiner School's Curriculum Policy includes details of the Lower School curriculum and details of Spiritual, Moral, Social and Cultural Development (SMSC), Religious Education (RE), Personal, Social and Health Education (PSHE), Sex and Relationships Education (SRE) and Information and Communications Technology (ICT).

## Philosophy

Lancaster Steiner School provides a nurturing learning environment supporting children to develop a life-long love of learning, and become confident and self-motivated young people. The traditional Waldorf Steiner curriculum has been developed to include content relevant to life in the 21<sup>st</sup> century. Children discover the joy of learning and experience the richness of childhood in an unhurried, thorough and creative environment, with the ultimate aim of being prepared for life and further learning in the modern world.

## Aims and Objectives

- To provide our pupils with a broad and integrated curriculum, paying attention to the social and emotional development of the pupils alongside their academic achievement, with a creative and explorative approach to learning.
- To deliver an integrated curriculum where cross curricular links are made in different lessons and which ensures that children are engaged and motivated in their learning, that they feel involved and listened to, that they have valuable opinions and that the things that they study are relevant in their lives.
- To ensure all pupils receive an active and experiential learning programme which involves the development of practical skills as well as academic learning.
- To give children responsibility in their own learning through a project based approach. Opportunities for taking projects in directions that interest the children and a more individualised approach may also support those students who may otherwise become disengaged. This is particularly important in the older classes.

## Relationship to other policies

This policy should be read in conjunction with the Assessment Policy, SMSC Policy, Visits Policy, Child Protection including E-Safety, Equal Opportunities and SEND

## Implementation

Steiner education is a system which values all skills and abilities and does not prioritise academic abilities over other skills a child may have. It offers an education which encompasses the social and emotional development of the child alongside their academic development and it does this by foregrounding the creative nature of learning. The creative arts form a large percentage of the curriculum and the methods of teaching are creative and artistic. Experiential learning is at the core of this, children are seen as individuals with different learning styles and needs, they learn through creativity and use of the imagination, understanding is reinforced through practical activities and experiential learning.

When teachers are given the autonomy to work in a creative way within the scope of the curriculum it leads to a creative learning journey between a teacher and their class. The teacher has the time and freedom to expand areas that capture the children's interest, design lessons with their particular pupils in mind and respond to

their pupils needs more effectively.

Teachers are always aware of the specific learning targets for their lessons and it is sometimes appropriate to communicate these directly to the children. However, all lessons are taught within the Steiner educational philosophy's rhythm of TEACH, REST, RECALL and it is not always appropriate to have the learning intention at the forefront of the children's minds. Opportunities for pupils to express their understanding are built in to every aspect of teaching.

The teaching of SMSC, PSHE, RSE and ICT is integrated into the curriculum and is taught in context, relating to practical life. It develops the children's life skills and their understanding of others. Its aim is to support pupils to develop into self-assured, confident, happy young people. Pupils will learn to articulate their feelings and justify them in both informal and formal settings, and be given responsibility and trust to develop their confidence. In the lower classes they are taught in context by the class teachers as part of the general classroom routines. In class 4 and 5 this will continue, but some issues may be discussed more directly in subject lessons. Other external providers with particular expertise may be invited to cover specialist areas from time to time and some topics will be covered as a whole school in assemblies.

### **Curriculum Tables**

The following pages show tables for Main lesson and Subject Lesson topics throughout the full 5 years of the Lower School. The Main lessons are taught in thematic blocks of usually 3 – 4 weeks for the first two hours of every day. The curriculum is designed to be an integrated one, with topics being explored in Main lesson influencing the work done in other lessons such as Art and Crafts, Music, Drama and Dance.

	English Language	English Literature	Maths	Humanities	Science	Social Studies
Class 1	<p>First writing in capitals,</p> <p>Copy first, own sentences by end of year</p> <p>Speaking and listening skills, Recitation of poems, rhymes, plays of story material</p>	<p>Fairy tales told rather than read. Short poems with strong rhymes and rhythms.</p> <p>First reading begun from own work</p>	<p>Whole to part. Roman to Arabic numerals.</p> <p>Introduce 4 operations + - x /</p> <p>Tables begin rhythmically. Mental Arithmetic</p>	<p>Geography: nature study via stories, imaginative pictures and nature walks</p> <p>History: Mythical archetypal pictures</p>	<p>'The World Around Us'- local environment study- observing nature</p> <p>Weekly nature walks, gardening, cooking</p>	<p>R.E: Stories encouraging reverence</p> <p>SMSC: Mutual respect, sharing, taking turns,</p> <p>PSHE: Personal safety, health and hygiene</p>
Class 2	<p>Cursive script – copied from board at first</p> <p>Independent writing</p> <p>Recitation of poems, rhymes, speaking and listening skills,</p>	<p>King of Ireland's Son.</p> <p>Fables. Legends of Saints. Folk Tales</p> <p>Poetry.</p> <p>Reading extended</p>	<p>Previous work developed.</p> <p>Simple geometrical forms</p> <p>Place Value, Number Bonds, Odd/Even Mental Arithmetic, Times tables</p>	<p>Geography: local environment, natural cycles and seasons, nature walks</p> <p>History: Mythical archetypal pictures continues</p>	<p>'The World Around Us'- local environment study - observing natural cycles and seasons, basic life cycles e.g. frog, butterfly</p> <p>Weekly nature walks, gardening, cooking continue</p>	<p>R.E: Christian legends and saints stories, tolerance of different faiths and religions</p> <p>SMSC: Expressing themselves, care for others</p> <p>PSHE: Personal safety, health and hygiene</p>
Class 3	<p>Sentence as subject/ predicate.</p> <p>Parts of speech, Letter writing</p> <p>Spelling rules, Basic Grammar</p> <p>Speaking and listening skills, oral recall</p>	<p>Old Testament stories.</p> <p>British Folk Tales</p> <p>Poetry</p> <p>Independent Reading</p>	<p>Practical work with number,</p> <p>Time, Money, Weights and Measures.</p> <p>Continue times tables practise</p>	<p>Geography: Farming, traditional trades and crafts, weekly allotment visits, shelters</p> <p>History: History of weights and measures, homes &amp; building, traditional trades</p>	<p>Archetypal professions – practical work such as spinning, weaving, pottery, metal work, carpentry etc</p> <p>Farming – study of and practical work at the allotment</p>	<p>R.E: Old Testament and Native American beliefs</p> <p>SMSC: forming opinions and taking part in discussions in P4C</p> <p>PSHE: Healthy food and growing fruit and vegetables</p>

Class 4	<p>All parts of speech. tenses. punctuation. essays, letters</p> <p>Dictionary and thesaurus use</p> <p>Class presentations,</p> <p>Speaking and listening skills, oral recall of stories or information given</p> <p>Accounts of events or stories</p>	<p>Norse sagas.</p> <p>Ancient Britain, Celtic Myths or Native American stories,</p> <p>Beowulf (link to History)</p> <p>Alliterative poetry.</p> <p>Reading – class readers, individual reading books</p> <p>Basic Research skills</p>	<p>Continue use of 4 operations inc. using weights and measures, time.</p> <p>Area &amp; perimeter</p> <p>Factors. Vulgar fractions.</p> <p>Free- hand geometry, quadrilaterals, types of triangles</p> <p>Long multiplication &amp; Long division.</p>	<p>Local Geography: Lancaster through the Ages, Introduction to maps, Weekly allotment visits continue,</p> <p>Physical and cultural geography of Lancashire, Basic Astronomy, moon, sun and North star</p> <p>Local History: social history of Lancashire, economic and Infrastructure Ancient Britain – eg Celts, Vikings, Anglo-Saxons, Visits to local sites and museums</p> <p>Biographies of key historical characters through the ages,</p>	<p>Humans and Animals- Specialised diversity of animals/ humans, Pet study – observation and research project and presentation to class</p> <p>Basic human biology – comparison to animals</p>	<p>R.E: Gospels, Biographies of inspirational people</p> <p>RSE: P4C, Family values, marriage, civil partnership and parenthood</p> <p>SMSC: British values, Fairtrade, ethics</p> <p>PSHE: widening their understanding of health issues and make informed decisions about their own health.</p>
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Class 5	<p>Active/passive. Trans/intrans. Direct/indirect speech.</p> <p>Contrast/compare.</p> <p>All parts of speech continued,</p> <p>Essays and Free writing, descriptive writing, note taking from dictation, sentence structure and paragraphs</p> <p>Class presentations,</p> <p>Class debates, speaking and listening skills</p>	<p>Literature and biographies from Ancient India to Classical Greece.</p> <p>Reading from fictional and factual sources</p> <p>Using dictionaries and thesaurus, factual books and encyclopedia</p> <p>Introduce online research skills through homework</p>	<p>Continue use of 4 operations and timetables</p> <p>Narrative questions and mixed processes</p> <p>Decimals, ratio and proportion,</p> <p>Factors, LCM HCM, estimation, place value</p> <p>Geometry using tools, angles</p> <p>Pythagoras.</p> <p>Graphs and charts, Averages</p>	<p>British Geography: regional variations, Counties of Britain, infrastructure and transport Settlements Map work, River Study</p> <p>Physical and cultural geography of Britain and where is Britain in Europe and in the World.</p> <p>World Geography: basic/linked to history being studied</p> <p>History: Ancient India, Ancient Egypt, Sumer &amp; Mesopotamia, Classical Greece.</p> <p>Biographies of key historical characters through the ages,</p> <p>Basic world chronology/ timeline linked to Classical Greece and Biographies</p>	<p>Zoology 2 – British Mammal study, Classification Observation</p> <p>Botany – classification, development of plant forms in Earths evolution, local wild plant identification, Climate Regions of the Earth and what grows there, practical growing/plant experiments</p>	<p>R.E: Biographies continue, Comparative religion linked to Ancient World</p> <p>RSE: personal relationships and bodily changes</p> <p>PSHE: drug issues, health &amp; hygiene for changing bodies</p> <p>SMSC: P4C, Democracy, individual liberty and the rule of law</p> <p>ICT: internet safety, equipment use, use of programmes, internet for research</p>
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	Modern Foreign Languages	Physical Education	Music	Handwork and Crafts	Art	Drama
Class 1	By ear only. Songs, games, poems, conversation Numbers 1-10 Colours Animals Greetings	Running games, Skipping, playground games Basic gymnastic skills	learning recorder by ear, clapping rhythms, learning pentatonic songs, listening skills, using glockenspiel/ xylophone, percussion aural games listening for pitch	Sewing and knitting, Simple wood whittling	Wet-on-wet watercolour painting, Form drawing, Plasticine, wax and clay modelling, Drawing using wax block crayons	Observation and listening exercises Group recitation and games Performance in seasonal play
Class 2	Still aural – Songs, games, poems, conversation Numbers 11-20 Body parts/ Facial features Food	Continue running games, Skipping, Basic gymnastic skills	Continue to develop skills begun in class 1	Building on the skills newly learnt in class 1, e.g. knitting Introduce crochet Complex sewing stitches.	Watercolour painting and drawing continues, Form drawing freehand geometrical shapes	Emotion work Solo performance, eye contact Drama exercises Performing in seasonal plays
Class 3	Still aural, with more attention to form and grammar. Numbers up to 100 Asking for things and replying Feelings	Games with rules and tactics, Gymnastics progresses, Ball skills using hand and feet	Singing in rounds, Mirroring melodies on recorders, Xylophone and percussion, Aural games and Daily singing, Individual instrument lessons begin	Continue Crochet Knitting and extend Sewing skills, Felt puppets and toys Introducing embroidery stitches	Watercolour painting eg Creation, Drawing Main Lesson themes	Playing archetypes Analysing & developing scenes Exploring internal monologue: how to convey emotions Performing in seasonal plays

Class 4	<p>Written work and reading begun.</p> <p>Memorise grammatical rules.</p> <p>Basic written vocabulary</p> <p>Present tense</p> <p>Genders</p>	<p>Continue skill practice,</p> <p>Games that involve cooperative working and team skills</p> <p>Bat and ball skills eg tennis, rounders</p>	<p>Learning to read music:</p> <p>Playing and singing rounds and folk songs on recorder,</p> <p>Choral singing,</p> <p>Individual instrument lessons continue</p>	<p>Making a garment to wear</p> <p>Cross stitch,</p> <p>Plaits and braids.</p> <p>Design work for embroidery</p> <p>More complex embroidery stitches.</p> <p>Sewing 3 dimensional toys</p>	<p>Painting landscapes and flora, drawing maps,</p> <p>Clay work - modelling human and animal forms,</p> <p>Themes from Norse Mythology</p>	<p>Performing improvised and scripted monologues.</p> <p>Performing in seasonal plays</p>
Class 5	<p>Syntax. Short talks &amp; descriptions.</p> <p>Some oral translations into own tongue.</p> <p>Basic Idioms</p> <p>Past tense</p>	<p>Assault courses,</p> <p>Individually competitive games</p> <p>Athletics, Steiner Olympics,</p>	<p>Music reading extended,</p> <p>Composition for recorder, ensemble playing and improvisation</p> <p>Individual instrument lessons continue</p>	<p>Knitting on 5 needles e.g. socks.</p> <p>Felt making.</p> <p>Wood whittling and carving</p> <p>Sewing 3 dimensional toys from own pattern</p> <p>Making play costumes and Olympic tunic</p>	<p>Plant studies in paint, pencil and watercolour pencils,</p> <p>Indian patterns and styles,</p> <p>Greek art &amp; architecture using watercolour pencils on top of paintings to highlight forms and map work</p>	<p>Role of a director</p> <p>Work with mime</p> <p>Script writing</p> <p>Design work</p>

For more details and attainment targets for each class, see Assessment Policy and file.

### Free Play

In Class 1 and 2 the children are given time for free play in some practise lessons during the week. This gives the children the opportunity for self-directed learning and works on their cooperative skills, encouraging them to develop as a group. Play may be structured by the class teacher in the equipment provided to the children.

Equipment will be selected to enhance certain skills and promote chosen areas of development. The play equipment will be chosen to cover subjects that are not being currently studied in Main Lesson. For example, during a Maths block the Class 1 teacher may get out the Science toys such as pulley systems. Play is an important way in which children learn social values as well as the most creative and explorative way in which a child can learn new skills.

## Differentiation

Steiner education recognises that pupils learn in different ways at different times, and that different children prioritise different aspects of their intelligence in their approach to learning. The priority of the teacher is to identify and continually re-assess for all pupils the routes most effective for them, taking into account their particular types of intelligence and their age. This will be done throughout the school in the following ways:

The curriculum is adaptable and fluid and one of the many advantages of continuity of class teacher and small class sizes is that children are able to work in such a way that particular needs can be addressed by class and subject teachers.

Differentiation is implemented by various methods in lessons in all subjects, the following are examples of the ways in which this is done:

- Each lesson having a multi-sensory approach; with visual, aural and kinaesthetic components
- Keeping a rhythmic and balanced lesson
- Ensuring a variety of activities
- Ensuring a child-centred approach
- Freedom of response through class discussions and written work so that pupils can produce work that reflects their own learning experience
- Ensuring tasks range from simple to complex
- Using open-ended questions so there is no wrong answer
- Structuring work so that pupils can be set lower or higher targets
- Grouping text on the blackboard in different colours for different pupils to undertake appropriate tasks
- Encouraging the more able to help their peers and mixed ability group work
- Using recall to anchor information and aid continuity

The key to effective differentiation lies in the Class Teacher's close personal understanding of their pupils and their learning capacity and skills. Class teachers work closely with the same group of pupils over the full 5 years of Primary School, engaging with their families and taking responsibility for their pastoral care.

Therefore, the class teachers understanding of their pupils deepens over time and allows class teachers to respond effectively to specific issues as they arise as well as to adjust their approach as the needs and circumstances of the children change. Class teachers have regular meetings with colleagues who also teach their class, whereby information can be exchanged and they can ensure that the specific learning needs of individual pupils are fully recognised. The College of Teacher meetings offer a supportive working environment in which issues can be discussed and solutions identified.

Where teachers are concerned about lack of progress, restrictions on a child's ability to access the curriculum or any other concerns about a child and their education, the class teacher will discuss these with the InCo and a targeted learning plan may be developed for that child. For more information on this, please refer to the Inclusion Policy.

### **Curriculum Enrichment**

We undertake a wide number of enrichment activities during the school year from visiting local Old People's Home to do carol singing to having visits from local community leaders. There is more details about this in our SMSC policy.

### **Class trips and local visits**

During the school year the classes will take part in educational visits as appropriate to enrich the curriculum. The school has a programme of annual visits in line with the needs of the curriculum for each class. In addition to these annual visits classes regularly utilise Lancaster's educational resources that are within walking distance from the school such as:

- Lancaster City Library
- Fairfield Community Orchard
- Lancaster City Museum
- The Maritime Museum
- Lancaster Priory and Castle
- The Cottage Museum
- Assemblies section: last Friday of every month opportunity to share learning with their peers and welcome visitors. Visit from local community and religious groups are planned throughout the year. These visits would be tailored to fit in with the thematic block being studied.

### **Visitors to the school**

We have regular visitors to the school to support the curriculum for example the visit of a local spinning and weaving group to Class 3 when studying traditional trades. We also have visits from an e-safety specialist, the Fire Service, and the local Community Police Officer to our assemblies.

### **Roles and Responsibilities**

The class teacher is responsible for-

- their class' core teaching;
- coordinating links between themselves and all subject teachers for their class;
- the welfare of their class;
- planning, delivering and assessing their subject areas;
- ensuring all support staff and subject teachers have any necessary information about the pupils in their with regard to individual health care or inclusion issues;
- reporting on progress on the form of individual and group parents' sessions every term;
- discussing any pupils who are a cause for concern with a subject teacher, designated person for child protection or SendCo as appropriate;
- reporting to the SGT every other month as to their classes progress;
- ensuring their classroom is organised and tidy, displays of children's work are regularly changed

### **The subject teacher is responsible for-**

- planning, delivering and assessing their subject areas;
- reporting on progress and any other issues in their subject to class teachers and to parents where requested;
- discussing any pupils who are a cause for concern with the class teacher, designated person for child protection or SendCo as appropriate;

### **Support staff are responsible for-**

- support the class teachers in the delivery of the school curriculum;
- supporting individual children as required.

### **The School Governance Team is responsible for -**

- moderating the school's compliance with the curriculum policy;
- monitoring the effectiveness of the school curriculum policy;
- supporting the college of teachers in their development of the school curriculum.

### **Parents and Carers are responsible for–**

- ensuring their children come to school on time, equipped to learn;
- supporting their children with their homework as needed.

A Steiner school is a learning community, with close family involvement not only in their children's education but also in the communal nature of the school. The relationship both between school, families and the wider school community is an essential feature of the Steiner education. There is strong evidence that parental involvement in their child's schooling improves outcomes.

## Spiritual, Moral, Social and Cultural (SMSC) development

### Overview:

Spiritual, moral, social and cultural development is about enabling children and young people to develop their own personal values to guide their thinking and behaviour in all areas of their lives. It is also about enabling them to make and act on informed choices, taking right and wrong into account. (See also our SMSC Policy)

### Aims & Objectives

- to encourage pupils to behave in a responsible, caring and compassionate way
- to encourage pupils to demonstrate understanding of the consequences of their own and others' actions
- to teach pupils to formulate, express and justify a personal opinion on social issues
- to encourage pupils to challenge behaviour which does not match their moral code, such as derogatory remarks, injustice or intimidation
- to encourage pupils to understand and respect British values
- to provide opportunities to learn about their rights and responsibilities as members of communities

### Implementation

- All pupils are always encouraged to treat each other with respect and acceptance. The class teachers form strong bonds with their class which encourages open communication about any social issues which the pupils are affected by. The class teacher creates a space in which the pupils can comfortably express their feelings.
- Monthly assemblies will provide opportunities for pupils to learn from key members of the community about British Values, democracy and institutions, for example local MPs

### Class 3 onwards:

- Through weekly Philosophy 4 Children sessions the children will be encouraged to form opinions, take part in discussions about their own views and explore moral and ethical issues.

### Class 4 and 5:

- Through studying biographies of key historical figures, the children develop their sense of social justice and moral responsibilities. They are also encouraged to think about how their choices and behaviour can affect local, national and global issues including political or social institutions.

### Key Concepts:

- engage in creative work which encourages holistic and intuitive thinking
- explore and express ideas and beliefs through words, art, play, drama and music
- engage in moral reasoning
- find out about other people's beliefs, ideals
- explore topical moral dilemmas relating to culture, science and technology etc.
- explore moral issues underlying current events

- explore their own and others' cultural traditions
- recognise and value differences
- reflect on how their own lives can be enriched through this knowledge and through contact with other cultures
- recognise what different cultures have in common
- take pride in their own heritage
- develop the ability to adapt to change
- reflect on how their own cultural experience has shaped the person that they are
- reflect on the moral values underlying traditions and pressures for change
- develop an understanding of citizenship and how the community they live in functions and affects themselves and others.
- form, express and justify a personal opinion and feelings, needs and wishes

## Personal, Social and Health Education (PSHE)

PSHE is an integral part of Steiner education, where physical, emotional, and mental wellbeing are recognised as having foremost importance in a child's development. It is fully integrated into the general approach of education and across many subjects. Social and Health education is intrinsic in the whole approach to pupils, pastoral care and behaviour code and management. Pupils learn by experience then by practise.

### Aims and Objectives

- To encourage healthy school time packed lunches and a 'no sweets in school' policy
- To encourage children to recognise their own worth, work well with others and become increasingly responsible for their own learning
- To provide opportunities for children to understand and respect our common humanity, diversity and differences so that they can go on to form fulfilling relationships
- To provide time for reflection on their experiences in order to understand how they are developing personally and socially

### Implementation

Within Lower School, through parent sessions and one to one meetings, parents are encouraged to instil healthy routines into their children's lives, such as appropriate bedtimes and regular mealtimes. This helps create rhythm and balance in the lives of the children and supports their wellbeing.

All classes:

- All families within the school are encouraged to provide a healthy lunchtime meal, which is explained in the parent handbook.
- Weekly visits to the school allotment enable growing healthy food to be explored in a more practical setting. At harvest time, the produce from the allotment is brought back to the school to be sold to parents and cooked by the pupils. In the lower school curriculum this is particularly explored in Class 3 during their farming block.
- Water cups are available in each classroom for children to help themselves to throughout the day and they are encouraged to do so.
- Personal well-being and safety is taught by example to the younger children and little by little is introduced more consciously as the pupils grow older. Rules for safe outside play are established and reminded regularly, such as which trees are safe to climb.
- Good hygiene practises are encouraged through positive example and routines such as; pupils are required to wash their hands after playing outside, before eating and after going to the toilet.
- Pupils are always encouraged to express their feelings and any conflicts are mediated by the teacher to foster self-expression and awareness of other people's feelings.
- As members of a class and school community they learn social skills such as, how to share and take turns, help others and resolve simple arguments effectively.
- Physical activities and movement are incorporated throughout the curriculum and school day, such as circle time activities and 'breathing out' activities within lesson time. Bothmer gym exercises are practised throughout the week. Physical Education lessons are one hour and 15 minutes every week and incorporate physical skills, co-operation and encouraging pupils to 'better their best'.

Class 4 and 5:

- Pupils in the older classes are encouraged to begin to work more independently and take more responsibility within the school community.
- Opportunities are provided for pupils to widen their understanding of health issues and make informed decisions about their own health. Pupils are encouraged to explore their own and others feelings, views, attitudes and values towards drug and drug issues.

### Key Concepts

- Healthy eating and exercise
- How to humans develop healthy social relationships?
- Body autonomy
- Diversity in human physical bodies including disability
- Hygiene

## Sex and Relationships Education (SRE)

SRE is concerned with fostering respect, love and care of others, understanding stable, loving relationships, and the value of family life. It is also about teaching how the human body works, understanding the human life cycles and preparing children for bodily changes as they approach the transition to secondary school. This is in line with the Government Guidance on SRE (2000) and the Government document 'Current status of Sex and Relationships Education.

The School is required to have a written statement of the policy available to parents. The statement must be drawn up in consultation with the college of teachers. The college of teachers will ensure that any RSE is provided in a way that ensures pupils are taught about healthy partnerships and the importance of stable relationships and family life, taking into consideration the age and cultural background of the pupils. Under Section 241 of the 1993 Education Act Parents have the right to withdraw their children from all or part of any RSE provided, but not from teaching the biological aspects of human growth and reproduction. Any parent or guardian wishing to do so is encouraged to discuss the matter fully with their child's class teacher prior to making a final decision. Views of parents/carers will be invited when updating our RSE policy. The policy will also be available on our website.

### Aims and Objectives

- To provide an age appropriate programme of study which will awaken the pupils to the changes and the subsequent choices these bring as they journey through childhood and puberty towards adulthood.
- To ensure the teaching of human growth and reproduction as set out in the Steiner Waldorf Curriculum.
- To complement and support the role of parents/carers in educating their children about relationships and sexuality; recognising that the prime responsibility for bringing up children rests with parents/carers.
- To provide a formal counterbalance to the informal learning - from television, radio, magazines, newspapers, gossip, jokes, and various other sources.
- To enable our pupils to develop healthy, responsible and respectful relationships.
- To ensure that RSE remains a natural part of the curriculum, taught with the right emphasis within an appropriate context. This will be provided inclusively and without question to all pupils.
- To encourage healthy attitudes towards moral issues through the development of good communication and decision making skills
- To foster self-esteem, self-awareness, their right to make healthy personal choices and have full body autonomy.

### Confidentiality

Staff cannot offer or guarantee students unconditional confidentiality where there is a child protection concern. Teachers are not legally bound to inform parents/carers of any disclosures but any concerns from members of staff following a disclosure by a pupil in the classroom will be referred to the Child Protection Officer, with the pupil's knowledge. The School's Child Protection Policy would then be followed in this event.

## Implementation

All classes:

- Teachers will endeavour to provide constant reassurance that change is part of the life cycle and to give help in adjusting to such change.
- To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or social activities develop.
- To learn to respect each other as individuals, and to encourage boys and girls to understand and honour one another's body autonomy.
- Children will know who they can talk to and confide in.
- Children's questions about the how the human body works, sex and relationships will be answered in a factual, age-appropriate way. Children's misconceptions will be corrected.
- Gender – Challenging normative gender roles through storytelling and discussion and encouraging pupils to ask questions that challenge old fashioned gender norms.

Also in class 4 and 5:

- To appreciate through realistic and sensitive discussion the value of a stable family life, marriage/partnerships and the responsibility of parenthood.
- To enable students to begin to acquire the skills, knowledge and understanding they need to make informed choices about their personal and sexual relationships so that they can enjoy their sexuality without harm.
- Differences and changes that the children notice about themselves and others will be discussed in a healthy way so that the children understand that change is normal although each individual may be different.
- Children will know how they can access advice and support
- To study human and animal biology in class 4 including human reproduction
- Using story material to explore relationships and sexual preferences

## Key Concepts

- How do we manage our feelings?
- How do we listen and care for each other?
- How can we make healthy relationships?
- What is love and being in love?
- Understand the importance of Family and Friends.
- Difference and Diversity, including understanding disability
- Bullying and feeling safe

## Religious Education (RE)

**Lancaster Steiner School's RE curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian. At the same time, it takes account of the teachings and practices of other major religions. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people, reflecting on what it means to have a faith and to develop spiritual knowledge and understanding. We help the children learn from religions as well as about religions.**

### Aims and Objectives:

- To annually experience participation in key Christian festivals and occasionally festivals of other spiritual traditions reflect on their own experiences and to develop a personal response to the fundamental questions of life
- To understand that there is more than one faith and that many people live good lives without a faith.
- To understand and respect English law and recognise the intrinsically human moral standpoint from which these laws have developed.

### Implementation

All classes:

- Celebrate and understand the Christian festivals Easter and Christmas
- Take part in school festivals Michaelmas, Lantern Festival, Advent Spiral, Candlemas, Easter Egg Hunt, May Day, Whitsun and Midsummer
- Daily circle time verses and non-denominational blessing of meals give a sense of reverence and gratitude.
- Monthly assemblies to share singing, work and school achievements. Key service providers within the community will be invited to attend annually such as fire service and local community police officers. Members of religious and cultural societies and groups will be invited to attend assemblies at key points during the year, for example Chinese New Year

Specific lesson topics:

- Class 1 English- Fairy Tales offering strong role models and examples of immoral behaviour by villain characters
- Class 2 English- Fables offering exploration of moral behaviour
- Class 3 Old Testament block - Exploring the roles of authority figures and the need for laws, looking at the source of all Abrahamic Religions: Judaism, Islam, and Christianity. Native Americans block – exploring a strongly spiritual and environmental belief system
- Class 4 Norse Mythology and Local History- Exploring beliefs throughout pre-history
- Class 4 and 5 Biography Lessons- Exploring key figures in History, such as individuals who have overcome difficulties to achieve great things (e.g. Helen Keller, Wilma Rudolf), individuals who fought against injustice (e.g. Martin Luther King,

Gandhi), and individuals who have dedicated their lives to helping others (e.g. Irena Sendler, Florence Nightingale)

- Class 5 Ancient World- Hinduism, Buddhism, and Ancient Greek Mythologies

### Key Concepts

- To enable pupils to appreciate and understand similarities and differences between their culture and the cultures of others.
  - To understand that faith is a part of different cultures
  - To develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain.
- Information communications technology

## Information and Communications Technology (ICT)

Within the Steiner curriculum ICT would not normally be studied until class 7 and 8, however as we finish after class 5 and our pupils then transition into state high schools we have brought in a small amount of ICT into the class 5 curriculum.

### Aims and Objectives:

- To introduce the use of ICT including using computers for their school work and research.
- To ensure that children know how to use equipment such as a digital camera and calculator

### Implementation

- Class 5 pupils will be made familiar with the following computer usage: word processing, using the internet for research, sending and receiving emails
- Class 5 pupils will be given homework projects which involve the use of the internet as a research tool. They will be given directions of exactly where to look initially leading to using search engines. When pupils use the internet as a research tool they will make it clear in their work where the information has come from. Children will understand that anyone can present information on the internet and that it is not necessarily correct. They will be taught to check 'facts' in more than one place and to avoid plagiarism.
- Children will be taught about the following rules taken from CEOP recommendations for safe internet use: PROTECT EACH OTHER. If you know someone is having problems, get help.
  - DO NOT give out personal information online.
  - DO NOT click to download offers not requested.
  - DO NOT reply to emails from people you do not know.
  - NEVER send photos
  - ALWAYS keep passwords a secretWhatever you post about yourself on the internet is there FOREVER. Your parents, friends, future employers can see it and bullies can use it against you. You do not know 'friends' made online. Never arrange to meet, always tell an adult if these friendships make you feel uncomfortable. Information about 'cyber bullying' will be presented to children, and how to report it.
- Children understand when using ICT equipment, e.g. cameras, how they should do so responsibly. For example, they will not take photos of people who do not wish them to or in inappropriate situations or places. They will learn about asking permission for image use.
- Children are familiar with and keep within the guidelines of the schools Pupil Acceptable Use Policy for ICT. See LSS E-Safety Policy

### Information for Parents

An information evening for class 5 parents and any other interested adults who may be interested will be offered on an annual basis. See appendix 1

### **Training for Staff**

The 'Think You Know' training provided by CEOP is free of charge. Class 5 teachers, the child protection officer and coordinator for PSHE will undertake this training. More information for this can be found here- [\\_Reporting problems online](#) see appendix 2

## Appendix 1

### Suggested content for parents evening re e-safety

An information evening for class 5 parents and any other interested adults will be offered on an annual basis. This session will be delivered in an autumn term as an introduction to what the class 5 children will be learning in school and why.

#### Outline-

1. Introduction to the evening- Why ICT in a Steiner School? Transition to secondary school, important to give the children some structured experience of ICT to competently deliver the e-safety message they need before moving on to secondary school.
2. Why internet safety now, at this age? As above. Also, OFCOM research has found Younger children aged 8-11 have a preference for learning about digital media from parents (57%) or at school (45%) whereas older children prefer to learn from their peers (51%). Our window of opportunity to start the journey with them is now.

Why e-safety when it is part of the Steiner School philosophy to protect childhood from some of the harsher realities of life? In exactly the same way as we teach our children to cross the road before we let them do so alone, the e-safety message must be taught before children are allowed to use ICT unsupervised. English state primary schools have had a comprehensive and age-appropriate curriculum for this from the age of 4. At secondary school, the children will be expected to use the internet for homework and in-school research.

Why e-safety in general? - refer to OFCOM 2012 article. Even if we as parents decide not to allow our children internet access at home, they have it at school, in the library, cafes, youth centres, community centres, even their friend's homes when they visit. 23.10.12 report states that more under 18s have Smartphone's than adults! A Smartphone means that children and all their friends have the world at their fingertips. We cannot try to 'ban' the internet, texting, mobile phones etc; we MUST teach our children how to use them safely.

Current statistics and reports can be found at

<http://stakeholders.ofcom.org.uk/market-data-research/market-research/>

3. What is the e-safety message we will be teaching the class 5 children?  
Protect each other. If you know someone is having problems, get help.  
Do not give out personal information online.  
Do not click to download offers not requested.  
Do not reply to emails from people you do not know.  
Never send photos  
Always keep passwords a secret  
Whatever you post about yourself on the internet is there forever. Your parents, friends, future employers can see it and bullies can use it against you.  
You do not meet 'friends' made online. Always tell an adult if these friendships make you feel uncomfortable.

4. Introduction to the video- Research has shown that parents do not have the information they need to deliver the e-safety message at home. Sometimes it doesn't even occur to them that this needs to be done- the times are changing! The following video is an education video FOR ADULTS and is not how we will approach e-safety with the children. The video is aimed solely at adults to stimulate discussion and further thought and to deliver the message that the e-safety message needs to be given at home as well as school so it becomes habit to our children, exactly like crossing the road safely.
5. Watch CEOP 'Parents and Carers Guide to the Internet' 25mins  
<https://www.thinkuknow.co.uk/parents/>
6. What are the secondary schools our children move on to doing about e-safety? How is it taught and discussed? What do they assume the children know/ can do already?
7. All session information and feedback will be sent home to Class 5 families who have not attended the information evening.
8. Quick quiz  
How many children at our school use internet at home? Unsupervised? In own bedroom? Mobile phones? Email?  
How many children in secondary school same?  
How many cases from serious crime squad involve crimes against children over internet?
9. Discuss how this is relevant to our children? How will this change during their transition to secondary school? PREPARATION FOR SECONDARY SCHOOL E.g. who intends to give their child a phone when travelling to school on the bus? Positive and negative points. Most secondary pupils have laptops; secondary schools assume all pupils have internet access even for homework on VLE.  
Have results of school survey to talk about
10. Look at how LSS is educating children about e-safety, curriculum content, PSHE policy, E-safety policy, AUP for pupils, parents, staff, other school users. How can parents give feedback on these
11. Parent Information sheet will be given. (CD ROM, DVD, hand outs for parents information all available to download from CEOP website after logging in)
12. What are the secondary schools our children move on to doing about e-safety? How is it taught and discussed? What do they assume the children know/ can do already?
13. All session information and feedback will be sent home to Class 5 families who have not attended the information evening.  
School Pupil survey  
Who uses internet at home?  
Who uses ICT equipment at home?  
Who has sent/ received emails?  
Who uses social networking sites? Facebook  
Who owns their own phone? Who uses their parent's phone?  
Whose parents have ever talked to them about internet safety?? Rules at home about using phones, cameras, internet etc?

## Reporting problems online

The following websites may be useful if encountering problems online-  
Report illegal content on the internet-

<http://www.iwf.org.uk>

Report any concerns about abuse. Remember to call 999 if a child is in immediate danger.

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)