

Personal, Social, Health & Economic Education Policy

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PSHEE and Waldorf Education

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

At this school we also have an active cycling curriculum programme (see Cycling Curriculum Policy) which supports the personal, social, physical and environmental responsibility.

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 household chores. All food is fresh and organic where possible, and hygiene is an important part of the daily routine.

Children in 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 and exercising physically also on the weekly walk days which happen in all weathers (almost).

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.

The class teacher becomes a model of the human adult alongside parents. 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.

Relevant main lesson themes are:

- Classes 1 and 2 – Folk and nature stories, nature observation
- Class 3 – Old Testament stories, nature observation, farming and animal husbandry
- Class 4 – Mythology, nature observation, Human Being and Animal
- Class 5 – Ancient Greece, nature observation, animal studies, botany and plant reproduction

If any issues of an inappropriate sexual nature arise in the younger classes, teachers will consult the safeguarding team 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 experiences 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 and then Human Anatomy. Teachers should 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, love and responsibility.

During the Health and Hygiene main lesson, the dangers of smoking, drinking and drugs are discussed and Visiting speakers are invited to give talks and workshops on the topic to students and parents.

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 education regarding money and finances in the Business Maths Main Lesson in Class 6.

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.

Class 7 and 8 also benefit external advisers who come in for healthy relationships workshops with pupils which includes online safety, anti-bullying and behavioural aspects and which is extended into the evening for parents in these classes.

Upper School – Classes 9-12

In the Upper School main lessons continue to support the development of healthy lifestyles and understanding of the world.

During the main lessons, social and health issues are discussed in accordance with the needs arising from the students, pastoral care and subject teacher meetings. These seek to increase students' confidence in talking about their fears and feelings, debates on bullying and safety within school.

Main lessons such as Power and Politics, Medieval and Modern History, English allow the student to think about the laws that hold society and the rights and freedoms that are common to us in this country and others. These areas of study give effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and beyond.

The Main Lesson curriculum aims to support students' ability to be reflective about human nature in general, including their own unique individuality and how this relates to different systems of belief, both ancient and modern, religious or otherwise. The key is to have students think, discuss and debate to enthuse them to learn about themselves, others and the world around them.

Weekly games lessons foster health and fitness and are delivered in a way that builds the group socially, imaginatively and fosters an enjoyment for healthy living

Upper School assemblies offer 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; respecting and caring for each other and the world, LGBT+ workshops, internet safety workshops etc.

Weekly sponsor lessons throughout the year bring themes and discussions to the class which form the basis for understanding, learning and tolerance. Social skills are fostered through social inclusion guidance via the sponsors' lessons. This helps to pro-mote student cooperation and their ability to resolve conflicts effectively.

Respect for diversity and the laws that govern the country civil and criminal are brought to the students' awareness through themes discussed and guest speakers talks on themes exploring our common humanity, diversity, difference and rights and responsibilities.

Organisation of PSHE in Upper School

PSHE, RSE and SMSC are co-ordinated by Class Sponsors (two teachers take on the Class Sponsor role per Class in Upper School (usually a male and female teacher carry this work together)).

The Class Sponsors along with our US Educational Support Lead arrange for specialist guests to give talks to our US students (Youth Engagement visitors, police, LGBT+ speakers etc.) and as a group they meet once a week to oversee a programme of assemblies and whole school activities for their classes. They discuss themes that are pertinent, and this helps inform the programme.

Upper School teachers work closely with the Class Sponsors to maintain understanding of the issues and care needed in the US classes. These reflections are given at the weekly US meetings and feed into the Class Sponsors' ongoing planning for PSHE.

Class Sponsors hold an overview of the needs of their respective classes in these areas, and deliver lessons and experiences in an age appropriate way and in line with school expectations.

All Upper School teachers are responsible for considering PSHE, RSE and SMSC as a priority in all of the teaching and learning. All students are expected to participate in all of these activities which are part of the timetabled day.

Formal Teacher/ Parent Feedback:

In the Upper school parent evenings are held termly and also individual parent conferences are called and arranged upon request so that individual student needs can be discussed and supported with parental involvement and input around us; charity work; social media and the internet.

Taking responsibility and role modelling:

Upper School classes are paired with the children in Lower School classes and spend time working and playing together. Also, Middle School and Upper School classes are involved in suitable maintenance and even building projects, improving the facilities in Kindergarten, for example. This prompts much interesting reflection and increases their sense of responsibility for others and feeling of safety within the school.

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. Students receive assistance with seeking work experience placements and a range of careers talks and visits 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.

Compliance

- Independent school standards, December 2014
https://www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi_20143283_en.pdf

References

- Curriculum Policy
- Cycling Policy
- Outdoor Curriculum Policy
- Waldorf School Chart - Reprinted in this document and available on our website here:
<http://www.southdevonsteinerschool.org/uploads/5/8/8/7/58878259/waldorf-school-chart.jpg>