



PSHE policy

St Paul's Steiner School

Policy holder	Headteacher	May 2023
Reviewed by	Teachers meeting	May 2023
Formally endorsed by	Trustees	May 2023

Contents

1. Aims.....	3
2. Statutory requirements	4
3. Content and delivery.....	4
4. Roles and responsibilities.....	7
5. Monitoring arrangements.....	8
6. Links with other policies	8

1. Aims

The school’s Personal, Social, Health and Economics Education is closely linked to our ethos and values:

St Paul’s Steiner School provides a dynamic education that supports the development of well-rounded human beings who are resourceful, creative, responsible and curious.

We aim to prepare children to meet the challenges of the 21st century, and to develop the problem-solving skills required for a sustainable future, through an education that connects with them in an inspiring and practical way. In this digital age, when facts are so easily accessed, it is creativity, imagination and intuition that set us apart - and this is at the heart of everything we do.

Our Relationship and Sex education (RSE) form an important part of the PSHE education and our curriculum for Spiritual, Moral, Social and Cultural education (SMSC) is closely linked with the provision. Part of the provision is our Careers education.

The overall aims of personal, social, health and economic (PSHE) education in our school are to prepare the pupils to make the right choices for them and to manage the challenges of the future in modern Britain with shared British values.

At St Paul’s Steiner school, we aim to promote children’s knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities and the environment. Reverence is everywhere in the curriculum.

We aim to develop key character skills, including decision making, informed risk taking, good communication and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture a sensitivity to the needs and feelings of others.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils.

2. Statutory requirements

PSHE is part of the Independent School Standards, this includes health education.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

3. Content and delivery

3.1 What we teach

- **Relationships and Sex Education:**
 - a. A sense of belonging is nurtured throughout the school.
 - b. Kindergarten teachers nurture a warm and welcoming atmosphere for children and their families beginning their journey in KG. The KG teacher fosters this relationship throughout the child's time in KG.
 - c. Transition to Class I is carefully thought-through. Social events for rising Class I are arranged with their new teacher. A welcoming ceremony for the rising class I is arranged at the beginning of the year. Each child is valued as a part of our school community.
 - d. Classroom charters are made with each class. These identify the classes values. Class Teachers model social behaviour and help children to resolve issues when they arise. In the lower school 'I-messages' are used to help children to express their needs and feelings. Circle time is used for class discussions.
 - e. Class V learn about Greek History. This include the birth of democracy. Students discuss the important role of democracy as part of British Values.
 - f. Class VI learn about Roman History. This leads on from Greek History to include 'Rule of Law'. Students then discuss the structure of democracy in Britain.
 - g. Middle School assemblies take place weekly for students in Classes VI-VIII. During the assemblies, students work in groups to discuss and debate the weekly theme.
 - h. Middle School Council is a weekly forum for students in Classes VI-VIII. The council arranges social events (such as discos, fundraising events etc), and has a chance to express changes they would like to see across the school to teachers. Students in Class VIII elected each year as 'Chair', 'Vice-Chair' and 'Secretary'. All other students in MS attend for a half term each year. The focus is to experience discussion and democracy, with everyone given the chance to have a voice.
 - i. Whole school festivals are held seasonally across the year. We celebrate a wide variety of festivals both from Britain and from cultures across the world. We celebrate the diversity modern Britain. These festivals build a strong sense of community and belonging amongst students and families.
 - j. Anti-Bullying Week is celebrated from Classes I-VIII. Respect and tolerance are promoted throughout the school. Refer to our Anti-Bullying policy for details about what we teach, and how we decide on what to teach, in this subject. The policy can be found on the website.
 - k. Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. The policy can be found on the website.

- **Physical education:** Staying active and spending time outdoors is fostered throughout the school.
 - a. Kindergarten classes have outdoor free-play time every-day and in any weather. Each KG class takes a local walk on a weekly basis.
 - b. A short session of daily movement takes place in all classes during Main Lesson. In lower school this consists of running, skipping, obstacle courses and games. In middle school it is stretching and aerobic exercises.
 - c. Outdoor playtime happens in all weather. Children are expected to have appropriate outdoor clothing for wet play.

- **Health education:** Healthy education is fostered throughout the school.
 - a. The Kindergarten promotes healthy eating and the children take part in weekly baking and preparation of healthy and nutritious food.
 - b. The children in school bring packed lunches; the focus is on healthy food and bringing reverence and gratitude for what the earth can provide. Each class says a verse before eating.
 - c. The main lessons blocks are holistic, and PSHE themes are woven throughout them. For example, in a chemistry lesson alcohol awareness is supported by experiments and discussions.
 - d. In Class III the children study farming and as part of this Main Lesson Block, they will spend a week at a biodynamic farm. This gives them to opportunity to see where food comes from and experience the work and life of a farm.
 - e. From Class III – VI classes have gardening lessons. In these lessons the children experience planting vegetables, caring for them, harvesting and cooking them to share as a meal.
 - f. In Class VII the students have a physiology block which focuses on nutrition as a crucial part of health and wellbeing (Health and hygiene).
 - g. The message of resilience as a barrier to addiction is reinforced in workshop from the Amy Winehouse foundation which is attended by students in Classes VI-VIII.

- **Care and responsibility for the environment:**
 - a. From Kindergarten upwards, children are taught to care for their classroom spaces. The KG classrooms each have a nature table, which the teacher presents seasonal objects from nature on. The children in KG have daily 'tidy-up' times. The reception age KG children have a weekly gardening session where the experience planting and caring for plants.
 - b. In the lower school, caring for the classroom and taking individual responsibility is nurtured. Children are given jobs (such-as watering the plants, wiping the blackboard) on a rotation basis.
 - c. Classes III-VI have weekly gardening lessons where they prepare and care for the planting beds in the public park next to school.
 - d. During our harvest festival in at the end of September, the whole school participates in cleaning, clearing, caring for, pruning and planting on the school grounds and in around the neighbourhood.

- **Economic education**
 - a. Economics starts in Kindergarten through play.
 - b. In Classes I-V there are many examples of 'Money Maths' taking place. In class I and II children experience 'exchanging' units, tens, hundreds and thousands when learning place value. In Class III there is a main lesson block on money and the history of money. The class VI curriculum focuses on Business Maths with a practical element of starting a business with a loan from finance department.
 - c. From Class V-VIII classes fundraise for their class trips, or other worthy causes.
 - d. A series of budgeting assemblies takes place in MS assembly for classes VI-VIII.

- **Online Safety**
 - a. Students are taught online safety from Class I-VIII
 - b. Each class teacher also discusses online safety with parents during a parents' evening.
 - c. Refer to our Online Safety policy for details about what we teach, and how we decide on what to teach, in this subject. The policy can be found on the website.

3.2 How we teach it

- The class teacher dedicates weekly lesson and/or integrates the topics into the holistic main lessons. Aspects of the PSHE education is in present in every subject lesson at St Paul's. For example, Drama, Games, Eurythmy support movement, wellbeing and health and the Maths curriculum supports economics.
- In the Middle school, the classes VI-VIII have aspects of the PSHE education delivered in the weekly Assembly session. This includes speakers coming to talk about various topics; their professions, religions, UK parliament, authors, organisations such as Kidscape, Transport for London, Green streets.
- There is a yearly Careers Day for students in Classes VI-VIII. See our Careers policy for more info.
- The Health education is taught throughout the school were physical and mental health is embedded in main lessons and other subject lessons.
- Mental health is central to the school life. The school has a yearly Wellbeing Festival with activities such as gong bath, yoga, healthy cooking class, art, games and creative writing. The Library is the wellbeing room where trained staff, led by Mental health lead are providing a space for students to come.
- Classes have movement as part of their morning (main) lesson, from I-V for 20 minutes. The class teacher provides the games in classes I-II but from class III they have at least 85 minutes of Games and an additional 40 minutes in IV and V of specialist teaching.
- Class V attends 'The Olympics', a yearly event with other Steiner school from across the country. Class V trains for this during the school year. During the event, the children learn Olympic events such a javelin, discus and also meet many other children their age from across the country. It is a wonderful occasion.
- Class VI has one term of kayaking during their game's lessons.
- Class VII has one term of sailing during their game's lessons.
- Class VIII has one term of rowing during their game's lessons.

- Parts of the PSHE curriculum are folded into other parts of our curriculum, such as whole-school events, festivals and focus months, see termly calendar on website. The community festivals for the year include Michaelmas (school play, harvest collection, workday and games), Martinmas with lantern walk for the youngest and remembrance for the older students.
- The school provides outings to places of worship, such as the Neasden Temple, Buddhist temple, cathedral visits (twin church Westminster and St Paul's), mosques.
- St Paul's Steiner School provide weekly sessions in Nature in class I-III. These strengthen the health education as part of the session is a walk. We believe it is crucial that the children are spending time connecting with nature and experience the changing of seasons. The nature theme is also prevalent in songs and poems in the school and the relationship with nature is full of reverence.
- The school provides yearly residential school trips from Class III (age 9-10):
- Class III: Plaw Hatch Farm – the class experiences a working farm. They learn and experience where food comes from, feeding animals, herding cows and collecting eggs to eat. The class works together throughout the week. The first experience of staying away from home is difficult for some and very exciting for others. The class teacher work in collaboration with parents to support the needs of all children.
- Class IV: Clay to pot – the pupils have worked with clay modelling in the Human and Animal block and handmade pots using pinch pottery and coil building techniques. They spend this residential building a paper- kiln together with a craft specialist. They fire and glaze their clay works.
- Class V: Olympics – the class have prepared for the three-day Olympics in their game's lessons. They camp with other Steiner-Waldorf schools and join different City states to prepare and take part in the Olympics.
- Class VI: Roman Britain and/or Geology trip – Hadrian's wall or Jurassic coast walking trip.
- Class VII: Snowdonia physical challenge, team building activities.
- Class VIII: Optional trip abroad after extensive fundraising activities.
- The curriculum is mostly delivered by class teachers supported by subject teachers. The assembly is the time when outside speakers are visiting.
- St Paul's Steiner School will include all pupils in lessons, regardless of ability or special educational needs and/or disability. The IEP will identify how each pupil will be supported.

4. Roles and responsibilities

4.1 The trustee board

The trustee board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress

- Responding to the needs of individual pupils
- The roles of those responsible for teaching PSHE in your school are class teachers first and foremost, supported by all subject teachers. The developmental stage of the pupils, the class dynamics, and how the curriculum are discussed in weekly teacher's meetings. Each teacher has a mentor who they can go to if they need support teaching a specific topic.
- Teachers approach controversial topics or difficult questions from pupils sensitively. All teachers have Safeguarding and Prevent training, and will report issues when necessary.
- Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them by discussing the issue with the headteacher.
- Training on aspects of PSHE are held internally, and externally through SWSF (Steiner Waldorf Schools Fellowship).

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the Teaching and Learning meeting through: looking at planning in purple folders, learning walks and book looks.

This policy will be reviewed by the Teaching and Learning meetings as the practice evolves. At every review, the policy will be approved by the trustee board.

6. Links with other policies

This policy links to the following policies and procedures:

RSE policy

Careers policy

Online safety

British values

Anti-Bullying Policy