

PSHEE Curriculum Policy

Reviewed by: Sarah Fox, Ute Towriss

Reviewed on: July 2019

Next review: July 2020

Related policies: Outdoor Education Handbook (including Early Adolescence Programme); Careers Guidance and Access for Education Policy; Positive Behaviour and Discipline Policy (Lower School), Prevention of Bullying Policy, Safeguarding and Child Protection Policy; E-Safety Policy and Curriculum; SMSC/British Values Statement Curriculum Policy.

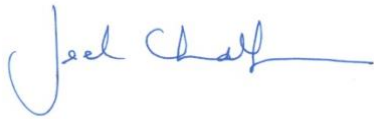
Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:



Date: July 2019

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 Cambridge Steiner School (CSS) PSHE 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 (including economic wellbeing and aspects of careers education).

Overarching concepts developed through the PSHE 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 PSHE education is not simply a series of 'one-off', disconnected sessions each on a different topic and focusing only on factual content. CSS therefore adopts a largely integrated approach to PSHE 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

PSHE 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 and our innovative Rites of Passage programme.

	Extended local hiking trip (often following the river to Ely) - overnight camp	Personal Resilience Citizenship
5	Narrative content Greeks, the first form of Democracy - how was this conducted? Class council. Life of Buddha - Buddhism 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	Citizenship Religious diversity Personal wellbeing Citizenship
6	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 Rites of Passage - Circle of Trust Hadrian's Wall trip - long walk - planned by the class - and costed	Religious diversity Citizenship Economic wellbeing Personal Identity Economic/building resilience
7	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 - Rites of Passage Circle of Trust, Nature Walk etc Organise school event as class - Anti Bullying school assembly Narrative content: great historical figures - Sailing (or other) trip - fund raised by class enterprises - in part Careers workshop	Economic wellbeing Personal Wellbeing Citizenship Personal Identity Citizenship Economic / Building resilience Economic wellbeing
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 Rites of Passage Circle of Trust, Nature Walk, Vision Fast etc	Citizenship Personal Wellbeing Personal Identity

	<p>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</p>	<p>Economic wellbeing Personal wellbeing Personal Identity Economic wellbeing</p>
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Throughout the school years:

CIVICS TALKS: Firemen - class 1 – 5; Policemen - class 4 - 7

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.

EURYTHMY: Dance forms in groups from class 1 which demand social awareness etc. Dance brings body confidence in developing skill and grace.

PSHEE Key Objectives

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

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

By end of Class 3 children will have a basic understanding of monetary transactions as both shopkeeper and customer.

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

By end of Class 4 children will set up small fundraiser for local charity.

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

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

By end of Class 6 pupils will plan, cost, prepare and carry out a small business venture.

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

By end of Class 7 pupils 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.

By end of Class 8 pupils will be able to plan, cost and execute the planning of their expedition as a class.

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

By end of Class 8 pupils will have undertaken a Rites of Passage challenge involving Nature Walk, Vision Fast - the level of challenge to be set out by the teachers working with them.

Essential Skills and Attributes developed through the PSHE 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

Core Themes

For further information concerning our core themes, please see the following document: *Core Themes Explored* with reference to the PSHE Education Program of Study (published by the PSHE Association). This is a working document.

Assessment

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

There are a number of reasons why it is important that learning in PSHE 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 PSHE education is having for pupils and for whole school outcomes.

The essential skills and attributes identified in the PSHE 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 PSHE 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 PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

Further Notes

PSHE 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, sexual orientation, relationship breakdown and other issues.