

# PHSE CURRICULUM

inc. RSE and SMSC

2020/2021

Class.....

Each Child Learns to:	Possible Teaching Strategy within a Steiner Waldorf Curriculum:	Resources:
Have an empathic understanding of the world around them	<p>Stories, rhymes and fairy tales reflect moral implications of actions.</p> <p>Practicing kindness to each another as children help each other in play, structured games and break times- opportunities daily in dressing, shoelace tying etc.</p> <p>A deeper experience of the world is formed through painting, music, drama and eurhythmy – plus on a daily basis through main lesson subject matter or subject lessons, using for example : poetry, song, story, drawing, modelling etc.</p>	
Take opinions, experiences and needs of others into account	<p>Within free play and organised circle time – children work together in games in a social or physical manner – forming a cohesive group that care and listen to one another and share opinions. Through play, they learn to listen to each other and work together, co operatively.</p> <p>They learn to recognise feelings and identify unkind behaviour. They learn how to make friends and resolve arguments positively.</p> <p>Throughout school, staff encourage children to see role as an individual – know that their voices count and they learn to value the views of others. Through discussion and debate within main lessons, they learn to listen and respond respectively and respect another’s point of view.</p>	
Be respectful of diversity	Sharing of differences in cultures and faiths within the class community in circle time, as we learn of festivals and traditions practised within the	

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	<p>families.            Invite people who practice different faiths into the school.            Share in faith celebrations outside in the community.            Introduce a diverse library of reading material.            Share stories, songs, plays and prayers of different faiths and cultures.</p>	
<p>Understand the impact of words and actions, and accept full responsibility for their impact on the world</p>	<p>Conflict resolution during free play, negotiating solutions.            Set targets in changing behaviour.            Raise awareness that bullying, other controlling and negative behaviour must always be reported.</p>	
<p>Make informed, realistic and responsible decisions in school and later in life.</p>	<p>Pupils are supported in developing strategies for assertiveness, negotiation, and conflict resolution. When problems arise each child is encouraged to both speak out and in turn listen. They learn good strategies to resolve arguments through understanding the others experience and feelings. Through the upkeep of our Land, with gardening, growing and maintenance during Land Days- the children learn to look after our natural world and environment.            Responsibility is encouraged through the daily rhythms of the week to look after their immediate environment by watering plants and clearing and cleaning, after themselves.</p>	
<p>Understand what constitutes a healthy lifestyle</p>	<p>Daily snack and lunchtimes present opportunities of observing eating habits and naturally prompt discussions on good diet and health.            Cooking healthy food in school/on the land.            Sowing seeds and growing food on the land.</p>	

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	<p>Games lessons are inclusive and imaginative and foster an enjoyment of exercise.</p> <p>Outdoor play and pursuits are integral to the education and the children foster a love of the outdoors and as they progress through the school, have recognition that the outdoors can be an important factor for mental health and wellbeing.</p>	
Be aware of safety issues, including the dangers of drugs and alcohol	<p>Stranger danger is implicitly taught through stories.</p> <p>Ensure that children know who to talk to if they have worries; DSL or class teacher.</p> <p>Recognise situations that put them at risk.</p> <p>Learn basic first aid and emergency numbers.</p> <p>Drugs and alcohol approached in an age appropriate manner.</p>	
Develop self confidence and self esteem and the capacity to make informed choices regarding personal and social issues	<p>Festivals, plays and songs give opportunity for children to build confidence.</p> <p>Class plays, Games and Eurhythmy lessons give opportunity to practice social skills.</p> <p>Children encouraged to see their role as an individual in society, know that their voices count and learn to value the views and opinions of others whilst forming their own.</p> <p>Through problem solving techniques learnt within their class group both through play and lessons, pupils learn to manage setbacks and invent new strategies – building confidence.</p> <p>Through the variety of academic and artistic pursuits that the Iona school offers, the pupils are able to identify personal strengths and achievements – contributing to their perceived self-worth.</p>	
Develop a strong understanding of digital	Letters/information to parents with age	

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<p>technology, how to access its benefits and avoid its potential hazards.</p>	<p>appropriate safeguarding information.</p> <p>Guidance to children about who to seek in case of worries or concerns.</p> <p>Through the PSHE lessons, pupils explore the role of the internet in everyday life and how to keep safe as hazards are explained.</p>	
<p>Develop healthy, responsible and respectful relationships</p>	<p>Taught through stories and fairy tales. Good versus evil, right and wrong.</p> <p>Stories of different relationships; family, and friendship, pets, extended families etc.</p> <p>Playground play at break and lunch – facilitates play across the classes regardless of age.</p> <p>Indoor/outdoor structured and free play – gives socially interactive experiences, learning to resolve conflicts.</p> <p>Stranger Danger and PANTS (NSPCC) are taught throughout the school.</p>	
<p>The various life processes that will impact upon them, both physically and emotionally.</p>	<p>Through stories and fairy tales; life, death and bereavement are dealt with in an age appropriate way.</p> <p>Main lesson; health and nutrition in the latter classes is an introduction to sex education in an age appropriate way as children enter puberty</p> <p>Periods</p>	
<p>To make informed choices on issues around all forms of relationships, including those of orientation.</p> <p>The danger as well as the good of communication technology.</p>	<p>Body awareness/ privacy</p> <p>NSPCC 'share aware' plan</p> <p>How relationships may affect health and wellbeing including mental health.</p> <p>Refuges – awareness that relationships break down.</p> <p>Main lesson; health and nutrition covers physical relationship issues in an age appropriate way.</p>	

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<p>Know and understand about a range of religions and world views: 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 and otherwise.</p>	<p>Old testament stories, discuss issues, relationships, gender – encouraging children to form their own conclusions. Understand what discrimination and racism means, how they are unacceptable and how they affect people. Inspiring stories are told of human achievement, overcoming obstacles.</p>	
<p>A sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>Lessons are brought to the pupils at an age appropriate time, instilling a sense of awe and wonder at the lesson, as the level of content has relevance and context to the child. Lessons are taught in an imaginative and beautiful way and children create their own textbooks of work, created with colourful words, language and drawings. The child's imagination is stimulated from an early age in the school, through play and this sets the seed for enjoyment and fascination, exercising their imaginative skills, as each main lesson is presented. E.g. The first maths lessons are brought in a pictorial sense, using characters to depict the 4 processes. Games lessons are inclusive and imaginative fostering an enjoyment of exercise.</p>	
<p>To understand how and why societies differ and relate that to the civil and criminal law of Great Britain</p>	<p>Democracy and law brought in main lessons and religion in an age appropriate way.</p>	
<p>Use a range of social skills in different contexts</p>	<p>School assemblies and festivals. Class trips.</p>	

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	<p>Cross class playtime regardless of age. Whole class activities participating within given opportunities to problem solve, explore possibilities. At times, whole school activities provide even larger opportunities for peer support and working cooperatively.</p>	
<p>To participate in a variety of social settings, cooperate well with others and be able to resolve conflicts effectively</p>	<p>Within classroom, playground, and within the school. Land days where the whole school in coordination with each other, physically working the land in teams. Playground play at break and lunch – facilitates play across the classes regardless of age. Indoor/outdoor structured and free play – gives socially interactive experiences, learning to resolve conflicts. Festivals and assemblies. School trips.</p>	
<p>Value citizenship, including an understanding of British Values</p>	<p>See British Values Policy/curriculum</p>	

**PLEASE SEE STATUTORY P.S.H.E. CURRICULUM FOR THE IN-DEPTH SUBSECTIONS TO THE ABOVE CATORGORIES.  
(Attached)**

**PLEASE NOTE: All statutory curriculum will be delivered in accordance with the age-appropriate understanding that a Steiner Education is based upon, through Main Lesson content, Subject Lesson content, and PSHE lessons.**