

London Steiner School

Curriculum Policy - Part 3

Schemes of Work

This policy, along with the Pupil Assessment Policy forms part of the London Steiner School Curriculum Framework.

There are 3 parts to this policy:

Part 1: Introduction to pedagogical practice

Part 2: General principles of the education offered

Part 3: Schemes of Work

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Legislation and Guidance

- [Independent Schools Standards part 1 \(paragraph 2\)](#)

Introduction

Below are the topics studied in London Steiner School (LSS) and an outline of the skills taught, within the topics for each class. Main lesson blocks are taught for two hours every morning. The main lesson has a theme but is by nature, multidisciplinary. The beginning of the day will always incorporate some, or all, elements of, movement, singing, poetry and maths practice before moving on to the main topic. Subject lessons complement the main lesson, providing specialist teaching.

Progression throughout the year, and from year to year, is aided by the unique aspect of Steiner/Waldorf pedagogy whereby the teacher remains, as far as possible, with the same class for eight years. Where a hand over is necessary, this will include documented communication in the form of written reports or minuted meetings.

Literacy

A foundation of Steiner/Waldorf pedagogy are the themes running through the history and ancient literature curriculum, which is built, through story and biography, upon imparting moral values to the child (including British values). In LSS These themes are used as a vehicle for teaching literacy. As per our pedagogy, children are taught to write first, where-after, they learn to read their own text. This enables them to be immersed in the context of what they are reading and makes a cognitive habit of relating to context. In the cross-curricular approach of the main lesson, elements of literacy are focused on in subjects from ancient literature and history, through local geography to scientific writing in science.

Class	Topic	Skills and experiences
One		Fairy Tales Learning objective:
	Speaking and listening	<ul style="list-style-type: none">● Recite in chorus: morning verse, rhymes, poems, class plays● Recite tongue twisters● Identify separate spoken sounds in words● Understand syllables● Recognise sounds and names of all vowels and consonants● Listen and respond to simple instructions● Seek support by asking questions● Begin to retell the sequence of events in teacher-presented stories● Enact with peers, simple scenes from stories● Listen to teachers and other children, maintaining focus in groups and as part of the whole class● Share news with the class● Interact with others and respect turn-taking in conversations● Experience grammatical elements embedded in the rich oral language environment of the classroom
	Writing	<ul style="list-style-type: none">● Use block and stick crayon correctly (occasional use of pencils)

	Reading	<ul style="list-style-type: none"> • Understand the three directions of space in books: up/down, left/right, front/back • Write their own name • Form all upper-case letters correctly (and lower-case letters in some classes) • Write short high frequency words: e.g. is, a, the, I, but, to, was, etc. • Use phonic knowledge to write simple regular words • Make phonetically plausible attempts at more complex words and sentences (emergent writing) • Begin sequencing sentences to form simple narratives Introduce full stops and commas. • Recreate stories in self-created illustrated 'book' • Read all vowels and consonants sounds in capital and (in some classes lower-case) letters • Read the high frequency words is, a, the, I, for, of, are, was, all, to, and, but • Read and understand their own writing and classroom displays
Two		<p>Legends and Fables</p> <p>Learning objective:</p>
	Speaking and Listening	<ul style="list-style-type: none"> • Recite aloud short verses alone (e.g. Birthday verse) • Experience form in poetry through reciting rhythmic and rhyming verses • Recite short plays in chorus and sometimes short individual lines and perform on stage before the school community • Speak simple speech exercises and tongue twisters in chorus or individually • Recite the alphabet accurately forwards and backwards • Listen to and follow verbal instructions given by teachers • Recall main points of a story • Retell narratives in the correct sequence, • Introduce/experience the basic structure of literature – beginning, middle, end
	Writing	<ul style="list-style-type: none"> • Write clearly using upper and lower case letters. • Illustrate with simple text some direct experiences or scenes from stories. • Hear when a sentence starts and stops and use capital letters and full stops when writing simple sentences. • Use Capital letters for names and places. • Write and spell correctly an array of high frequency and familiar words including numbers, days of the week and months. • Write digraphs sh, th, ch, wh, ph, gh ee, oo, ei, ea, ai ow, ew, aw y as vowel and consonant (extended code) • Introduce naming, doing, describing words • Question words and question marks • Introduction of apostrophe in simple contractions eg it's, can't
	Reading	<ul style="list-style-type: none"> • Read digraphs: sh, th, ch, wh, ph, gh ee, oo, ei, ea, ai ow, ew, aw, y as vowel and consonant • Read steadily, showing familiarity with sound blends • Recognise days of week, months, numbers in written form

		<ul style="list-style-type: none"> ● Read high frequency words such as was, were, are, said, their/ there, have ● Pause at full stops. ● Read questions using correct intonation ● Recognise describing words ● Recognise and spell common phonic patterns. ● Recognise increasing bank of sight words
Three		<p>Old Testament Stories in an historical context Learning objective:</p>
	<p>Speaking and Listening</p> <p>Writing</p> <p>Reading</p>	<ul style="list-style-type: none"> ● Recite and perform poetry and short plays in chorus, with longer individual lines for some children ● Give a clear explanation of what they are doing to an inquirer ● Recall and retell more complex events and stories in the correct sequence ● Listen and respond to specific instructions ● Accurately repeat back an instruction ● Write in well-formed cursive script ● Write short descriptions/accounts of recent events or stories ● Write about an event in the correct sequence ● Write short dictated passages ● Use full stops, commas, exclamation marks and question marks. ● Use commas to separate items in lists. ● Show comprehension of texts by answering questions both verbal and written ● Re-read and take first steps in self-correcting own writing ● Identify and use verbs, nouns, adjectives and adverbs ● Understand use and spell more technical vocabulary connected to curriculum focus, eg farming, trades, ecology ● Spell common plurals. ● Introduction of apostrophe for possession ● Read with increasing fluency ● Begin to use appropriate expression when reading ● Read own work ● Read in pairs ● Begin reading aloud to class ● Read silently ● Begin to read unfamiliar texts by using contextual, semantic, grammatical and phonetic knowledge and clues ● Use strategies of re-reading and self-correcting when reading aloud ● Recognise and spell common phonic patterns ● Recognise and spell common homophones ● Recognise and spell increasing bank of sight words ● Understand silent letters, digraphs, long vowels in spelling patterns ● Begin to develop empathy through connecting to characters and events in chosen texts
Four		<p>Norse Myths, Viking Culture Learning objective:</p>
	<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● Recite and perform alliterative poetry ● Hold some individual lines or part in a short drama ● Understand and respond to various levels of formality in interactions inside and outside the classroom

	<p>Writing</p> <p>Reading</p>	<ul style="list-style-type: none"> ● Present a short book report to peers, with description of main character and events ● Listen respectfully to another point of view in collaborative work ● Create own verses derived from lesson content ● Present a project to the class using notes and answer questions ● Show comprehension of texts by answering questions verbally <ul style="list-style-type: none"> ● Learn about the history of writing ● Write with an ink pen ● Write an accurate account of events or stories heard in class with assisted planning ● Letter and email writing – both formal and informal. ● Assisted planning and research for writing text to accompany individual projects ● Answer comprehension questions in full sentences ● Use of commas, full stops, capitals, exclamation and question marks with reasonable accuracy in own writing. ● Begin to recognise the basic structure of literature –beginning, middle and end ● Use paragraphs ● Introduction of past, present and future tense in writing ● Begin to write direct speech in retelling stories and introduce quotation marks ● Recognise and begin to use types of sentences: statement, command, question, exclamation ● Introduction of pronoun, preposition, conjunction, interjection, adverbs ● Spell irregular plurals ● Distinguish between plurals and possession ● Use more irregular families of spellings accurately <ul style="list-style-type: none"> ● Read out own handwritten work to the class ● Make a reasonable attempt at unknown words in a text using a variety of clues ● Understand book format: author, title, chapters, headings ● Understand: alphabetical order, chapters, index, glossary ● introduction and use of dictionaries to explore word meanings ● Understand words of degree ● Read simple chapter books independently ● Begin to be aware that books can provide imaginative experiences of different cultural and historical events ● Explore different uses of writing ● Read different types of text e.g. for enjoyment, research, instructions ● Begin to understand that writing styles vary according to subject matter
Five		<p>Ancient India /Persia/ Egypt, Greek History and Mythology Learning objective:</p>
	<p>Speaking and Listening</p>	<ul style="list-style-type: none"> ● Take an individual role in a class drama ● Recite poetry in hexameter ● Recreate and perform literary texts imaginatively ● Plan, rehearse and deliver presentations of a project to the class ● Give constructive feedback based on listening to peers ● Formulate questions that demonstrate independent thinking ● Speak audibly and fluently, using Standard English

	<p>Writing</p> <p>Reading</p>	<ul style="list-style-type: none"> ● Begin individual planning e.g., a mind map. ● Write a simple first-person account of a historical or mythological incident. ● With suggestions, edit their own text to produce a second draft ● Write from own research on a given main lesson topic ● Write a book review, highlighting description of main characters and events. ● Take down a dictation on a known subject with reasonable accuracy. ● Begin the exploration of metaphors and similes (beautiful language) ● Introduce writing from different perspectives, e.g., I/we or s/he/they ● Characterise and use all major parts of speech: nouns, verbs, adjectives, adverbs, prepositions (time and space), articles, conjunctions, interjections ● Use simple and continuous verb forms in all tenses, including present ● Use a dictionary independently to find unfamiliar words for spelling and meaning ● Use common suffixes and prefixes ● Use the apostrophe correctly in possessives. ● introduction of colons and semi-colons. <ul style="list-style-type: none"> ● Reading to learn. Read and comprehend a wide range of writing confidently eg information leaflets, factual books, instruction manuals, recipes, reviews etc. ● Read chapter books confidently and independently ● Read aloud with expression and awareness of punctuation including direct speech ● Use a dictionary and thesaurus to find the meaning of unfamiliar words ● Give a verbal summary of a book's contents
Six		<p>Rome Learning objective:</p>
	<p>Speaking and Listening</p> <p>Writing</p>	<ul style="list-style-type: none"> ● Recite a poem aloud on their own ● Perform an individual role in a class play ● Contribute with confidence to class discussion during recall ● Debate a chosen theme as part of a group ● Listen to the contribution of other speakers as part of a debate ● Give a short talk on a prepared topic using notes only as a prompt ● Give constructive feedback after listening to peers or observing peers ● Articulate questions in greater depth and enter into lively discussions on a wide range of topics <ul style="list-style-type: none"> ● Use planning ● Explore audience and purpose. ● Explore Mood ● Explore Structure in more depth – Introductions, middle, endings ● Explore personification, alliteration and onomatopoeia ● Further exploration of simile and metaphor ● Write a formal letter (business/ complaint/ enquiry) ● Write a personal diary or blog ● Explore persuasive language ● Make notes from a spoken presentation.

	Reading	<ul style="list-style-type: none"> • Compose a poem with a specified structure, using rhythm, rhyme and metre • Recognise and begin using essay structure as a tool to organise thoughts • Practice different writing styles • Use metaphor and simile effectively • Use some figurative devices <ul style="list-style-type: none"> • Explore the etymology of Arabic words • Explore the writer's use of poetic structures: rhythm, rhyme and metre • Become familiar with use and meaning of figurative devices; e.g. alliteration, onomatopoeia, assonance • Explore and describe how a writer uses character and mood to create an effect • Have an opinion on a piece of writing and begin to describe why. • Undertake in depth research on an explorer
Eight		<p>The Age of Revolution, The World Wars, The Cold War</p> <p>Learning objective:</p>
	Speaking and Listening	<ul style="list-style-type: none"> • Explore character and perform an individual part in a full-length play, using voice projection and expression • Work in collaboration with classmates to improvise and perform pieces of drama and poetry with confidence • Recite and meaningfully enliven classical and humorous pieces e.g. extracts from Shakespeare • Present an extended project to a wide audience using research material and explaining the process towards creating the physical object where relevant • Answer searching questions about the chosen project from the audience • Articulate complex ideas and thoughts in an organised and clear manner • Respond to questions and challenges for clarification after presenting an essay from own research or as part of a debate
	Writing	<ul style="list-style-type: none"> • Independently observe and record scientific phenomena with accuracy • Summarise, take notes and begin to analyse character, motivation and authorial voice in written responses • Write character studies revealing temperament and disposition as well as physical traits • Understand and use knowledge of literary and rhetorical devices to enhance the impact of writing • Use essay structure in writing a response to a specified topic • Support statements in written work with evidence • Write in a variety of styles and from different perspectives • Plan, record and self-evaluate achievement in preparing an extended, self-chosen project • Cite references
	Reading	<ul style="list-style-type: none"> • Become familiar with use and meaning of figurative devices: proverb, idiom and aphorism, paradox, analogy and antithesis • Distinguish between formal language, idiom, slang, jargon • Recognise and discuss poetic style e.g. characterise lyric, epic, dramatic poetry

		<ul style="list-style-type: none"> ● Read and understand some key elements of a classic literary fiction or drama: theme, plot, protagonist, recurring imagery ● Answer questions about reading, using quotations and explanations to evidence points made ● Choose and read a wide range of literature independently ● Make critical comparisons between extracts of chosen texts ● Understand bias, inference, emotive and objective writing in the media
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Mathematics and Geometry

As well as arithmetic and algebra Steiner/Waldorf pedagogy place considerable value on geometry and the spatial dimension that complements and aids mathematical thinking. The forerunner to formal geometry (which in our cross curricular approach aides, handwriting and drawing skills also) is form drawing. Form drawing becomes progressively more complex until it leads to freehand geometry and thence to formal geometry.

Each class will have two or three maths blocks per year in which the children immerse themselves fully in mathematics and geometry. Classes 1 to 4 have weekly form drawing (this sometimes a form drawing main lesson block instead) and from class 5 weekly maths practice sessions. All class teachers continue maths practice, daily, at the beginning of the main lesson, with a selection of tasks (depending on age and class) from times tables, mental arithmetic and written problems.

Class	Topic	Skills - pupils will:
One	Arithmetic	<ul style="list-style-type: none"> ● Identify examples of numbers in the world around them, e.g.one individual, two eyes, five fingers. ● Appreciate archetypal number qualities 1 –12. ● Write Roman numerals 1-12. ● Count forwards and backwards from 1 to 100. ● Recognise and write numbers up to 100. ● Be introduced to the four processes and their symbols. ● Understand the meaning and use of the = sign. ● Recognise that numbers can be broken down into smaller numbers. ● Know number bonds at least up to 10. ● Organise counting aids into groups. ● Do one-step oral word problems using counting aids. ● Introduce all or a selection of 2,3,4,5,10,11,12 times tables, forwards and backwards (depends on class) ● Become familiar with number of days in week, weeks in months, months in years and their sequencing.
	Form Drawing, Space and Measure	<ul style="list-style-type: none"> ● Move in the 6 dimensions of space. ● Draw straight lines, curves and simple linear shapes. ● Give examples of straight lines, curves and basic geometric shapes in the natural environment. ● Understand the different directions of straight lines and hears the names horizontal, vertical, diagonal. ● Become familiar with basic shape names. ● Recognise circles, squares, triangles, rectangles.

		<ul style="list-style-type: none"> ● Draw circle, square and triangle freehand.
Two	<p>Arithmetic</p> <p>Form Drawing, Space and Measure</p>	<ul style="list-style-type: none"> ● Recognise odd and even numbers. ● Practice number bonds up to 20. ● Recite the times tables 2 -12 and experience their patterns and relationships. ● Be introduced to place value to four places. ● Learn simple addition, subtraction and multiplication in vertical layout. ● Practice simple mental arithmetic in narrative form, using all 4 processes. ● Practice simple practical problem solving. ● Roman numerals to 50 ● Draw freehand symmetrical reflections on both horizontal and vertical axes. ● Draw spirals, lemniscates and continuous forms. ● Draw a five-pointed star/pentagram freehand. ● Use rhythmic time measurement in recorder playing, percussion and movement. ● Sequence simple time-scales: before, after, yesterday, today, tomorrow.
Three	<p>Arithmetic</p> <p>Measure- ment and Time.</p> <p>Statistics</p>	<ul style="list-style-type: none"> ● Recognise, write and sequence numbers to 10,000. ● Recite and use x tables up to 12. ● Use 'carrying' and 'remainders' with confidence. ● Use 'borrowing' in subtraction. ● Learn simple long multiplication and simple long division. ● Complete simple number sequences. ● Recognise and use half and quarter in practical measurement e.g. in farming, building, time. ● Experience and understand barter. ● Continue to practice simple mental arithmetic in narrative form, using all 4 processes. ● Continue to practice simple practical problem solving. ● Recognise, order and count the value of British coins and notes ● Use a ruler, balance and scales. ● Experience and use measurement through body-based and standardised systems. ● Record length, weight and capacity in standardised and decimal systems. ● Undertake simple calculations using linear measurement including simple conversions. ● Understand rhythms and lengths of time: seconds, minutes, hours, days, weeks, months, seasons, years and their relationship to the sun and the moon. ● Make and read calendars. ● Tell the time using hours, half and quarter hours on an analogue clock. ● Practical arithmetic building problems as a preliminary to area (e.g. how many bricks in a wall). ● Draw and read simple building plans.

	<p>Statistics</p> <ul style="list-style-type: none"> • Convert between simple fractions, decimals and percentages. • Problem solve paying special attention to comprehending the question. <p>Space and Measure</p> <ul style="list-style-type: none"> • Find the Average/Mean in practical problems. • Map references and scale • Experience Pythagoras Theory with simple 3,4,5 knotted rope. <p>Freehand Geometry</p> <ul style="list-style-type: none"> • Draw freehand, archetypal geometric shapes: triangle, rectangle, quadrilaterals, polygons and circles. • Draw more accurate freehand geometric forms using circle divisions. • Introduce diameter, radius and circumference. • Draw mandalas
Six	<p>Maths</p> <ul style="list-style-type: none"> • Introduce percentage calculations • Convert between fractions, decimals and percentages • Recite, forwards and backwards, square numbers up to 15^2 • Recite, forwards and backwards, increasingly complex x tables e.g. 14, 24, 103 • Learn estimation, decimal place to a value, and significant figures. • Learn about the history of money and its original relationship to weight. • Introduce basic book-keeping. • Introduce the use of formula by means of calculating simple interest. • Currency exchange calculations. • Calculate: profit, loss, discount, commission, VAT. • Learn to use BIDMAS. • Read and write Roman numerals up to 20,000 • Practice increasingly complex problem solving • Mental arithmetic with money, fractions, percentages and decimals. <p>Statistics</p> <ul style="list-style-type: none"> • Read, understand and present information using pie charts, bar charts, linear graphs (foreign currency exchange). • Work with mean, median, mode when representing data. <p>Space and Measure</p> <ul style="list-style-type: none"> • Further work with map references and scale. • Introduce speed = distance/time relationship. <p>Geometry</p> <ul style="list-style-type: none"> • Learn the accurate use of a set of compasses. • Use compass and ruler to draw constructions of geometric figures (this includes bisecting lines and angles) • Learn the history behind the degrees in a circle. • Identify right angles, obtuse, acute, and reflex angles. • learn to calculate angles around a point, on a straight line and alternate angles. • Calculate internal and external angles of regular polygons up to 8 sides. • Measure perimeter and calculate the area of squares, rectangles and triangles.

		<ul style="list-style-type: none"> • Use area calculations to solve practical problems using knowledge of all 4 processes, fractions and decimals. • Investigate the metamorphosis of form through the rotations, reflections and symmetry employed in the construction of geometric patterns.
Seven	<p>Maths</p> <ul style="list-style-type: none"> • Understand the concept of negative numbers • Use all four processes with negative numbers • Solve increasingly complex percentage problems • Explore shortcuts and multiple ways of solving problems • Apply the Rule of Three (if, then, therefore) to practical problems • Square numbers up to 100 squared • Powers and roots • Recurring decimals • Introduction of Inequalities <p>Algebra</p> <ul style="list-style-type: none"> • Introduce algebra (including origins and experience of balance) • Solve simple equations • Introduce brackets • Apply BIDMAS to algebraic problems • Explore the practical application of algebra for solving problems <p>Geometry</p> <ul style="list-style-type: none"> • Investigate different proofs of Pythagoras Theorem • Apply Pythagoras Theorem • Understand and use properties of triangles, parallel lines and intersecting lines • Devise formulas to calculate area of more complex geometric shapes • Understand and use circle theory • transformation of plane figures (especially square to general quadrilateral) leading to linear perspective • Draw tessellation (tiling) with accurate construction of parallel lines 	
Eight	<p>Maths</p> <ul style="list-style-type: none"> • Expand and factorise algebraic expressions using single brackets • Make and transform formulae (solve problems using algebra) • Understand ratio and proportion (use rule of 3) • Probability including use of tree diagrams • Understand and use negative powers • Use of standard form • Compound interest, mortgage rates, income tax • Percentage calculations for interest, growth and decay, and compound calculations • Draw and interpret time graphs • Collect, display (in appropriate pictorial form) and interpret data • Arithmetic and geometric progressions • Comprehension of irrational numbers • Fibonacci sequence and value of phi <p>Geometry</p> <ul style="list-style-type: none"> • Golden mean and relationship to nature • Construct the 5 Platonic solids and deduce properties • Draw algebraic graphs of straight lines and simple curves • Experience the relationship between diameter and circumference of a circle • Deduction of Pi and circle formula • Area of a circle • Use protractor to measure angles 	

		<ul style="list-style-type: none"> ● Calculate surface area and volume of simple 3D shapes ● Convert between different non-linear units of measurement ● Calculate area of irregular forms ● Draw translations, reflections, rotations, enlargements ● Bearings
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Science

The science curriculum is firmly embedded within an experiential context. Wonder in the lower classes is cultivated as a prerequisite to an enquiring scientific mind. The children experience the world through their senses which leads to questions. They are led to observe more closely, draw conclusions and ask more questions. The science curriculum is richly interrelated and in the higher classes (7 and 8), where specialist teachers are sometimes brought in, there is a degree of flexibility regarding what is taught in which year.

Physics

Students in the middle school (class 6 upwards) explore new and unknown facets of familiar subjects: sound, light, heat, magnetism, electro-magnetism, mechanics and aerodynamics. Scientific skills are begun in class 6 and honed in classes 7 and 8. The class 6 curriculum is detailed and consistent over classes. There is, however a degree of flexibility in classes seven and eight depending on resources, the nature of the class, what they are learning and the experience of the teacher. The important skill is to 'think like a scientist': to have curiosity stimulated, to accurately observe and record and to have further questions.

Biology

In the early classes children actively engage with nature through walks, stories, seasonal crafts and festivals. The world is indeed a wondrous place. As they grow they look at ancient crafts and it is clear that human beings and the environment are entwined. Looking more closely, they begin the study of zoology and botany, with a particular emphasis on animals' and plants' relationship to the human being. In the middle school, the pupils experience changes in their own bodies and the biology curriculum supports this by studying human biology.

Chemistry, Geology, Meteorology.

Chemistry has its roots in the Greek elements of Earth, Air, Fire and Water. The children are encouraged to play out-doors as much as possible, often making potions, digging and when possible, cooking and also making fires. These early experiences inform and make way for more formal enquiries regarding the nature of the earth, weather systems, combustion and organic chemistry.

Astronomy

The stars have always fascinated humanity and a study of the sky invokes continual wonder and a need for keen observation and recording. It completes the picture, particularly putting the seasons and the cycle of the year, into perspective.

Class	Topic	Skills and Experiences
One	Nature stories, Seasonal crafts	<ul style="list-style-type: none"> ● Experience, exploration and appreciation of the environment through play.

	Nature walks Experiential play.	<ul style="list-style-type: none"> ● Experience and exploration of the seasons through nature walks and nature crafts. ● Observation of nature and artistic recording. ● Experience of physical phenomena - An emphasis on movement and play forms the fundamental basis for understanding all later scientific study e.g. the physical experience of a see-saw, is recalled later in weighing in class 3, algebra in class 7 and mechanics in class 8.
Two	Nature stories Seasonal crafts Nature walk Experiential play	<ul style="list-style-type: none"> ● Experience, exploration and appreciation of the environment through play. ● Experience and exploration of the seasons through nature walks and nature crafts. ● Elementary ID of trees and plants in local environment during nature walks and craft lessons ● Observation of nature and artistic recording. ● Experience of physical phenomena (see above as in class 1)
Three	Farming Building Project Ancient Crafts Experiential play	<ul style="list-style-type: none"> ● Cycle of the year in nature and farming: Preparing the land, sowing seeds, harvesting, cooking, apple pressing, animal life cycles and farming - baby animals, lambing, eggs (reproduction), milking, making butter. Bees. ● Cooking ● Gardening – planting bulbs/seeds/identification of edible and poisonous plants ● Crafts – clay, spinning, weaving, blacksmithing, leather working, milling. ● Building: brick making, wooden craft project, building project ● Measuring and recording
Four	Introduction to Zoology (Man and Animal main lesson) Individual animal project.	<ul style="list-style-type: none"> ● Comparative anatomy of animals chosen by class teacher(specialisms) and the relationship of animals to their environment. ● Simple food chains. ● Anatomical comparison of animals with the human being ● Environmental issues and their impact on animals and humans ● Observation, accurate descriptions, drawing skills, research.
Five	Botany and insect zoology	<ul style="list-style-type: none"> ● Structure of plants and relationship to their environment: algae, mosses and lichens, liverwort, fungi, ferns, grasses, flowering plants ● Plant reproduction: pollination, fertilization and names of reproductive structures ● Photosynthesis ● Soil quality ● Relationship of plants to insects. ● Environmental issues and the impact on plants, animals and humans ● Observation, accurate descriptions, drawing skills, research.
Six	Physics	<ul style="list-style-type: none"> ● Hands on experience of: sound, heat, light, static electricity, magnetism. ● Observation, scientific writing, scientific drawing, accurate recording and presentation of data. (Do, Observe, Record) ● The sources of sound ● Pitch and volume ● The propagation of sound ● The formative power of sound (Chladni plate) ● The properties of light ● The propagation of light ● The nature and properties of colour ● The nature of warmth and cold

	<p>Geology/biology</p> <p>Geocentric Astronomy</p>	<ul style="list-style-type: none"> ● The source of heat ● The effects of warmth and cold ● The propagation of heat ● The properties of Magnetism ● The propagation and induction of magnetism ● The generation, detection and properties of static electricity <ul style="list-style-type: none"> ● Basic types of rocks, ● Rock cycle, ● Volcanic activity, ● Plate tectonics/earthquakes. ● The water-cycle. ● Review of plant and animal kingdoms incorporating introduction to sex education. <ul style="list-style-type: none"> ● Historical context of astronomy ● The Ecliptic ● Observation and recording movements of sun and moon from the earth. ● Understanding the cycle of the year from an astronomical perspective. ● Observation of the planets. Composition of the planets ● The relationship between the fixed stars (zodiac) and the wandering stars (planets) ● Eclipses
Seven	<p>Physics</p> <p>Biology Health and Hygiene</p> <p>Chemistry</p>	<ul style="list-style-type: none"> ● Further development of scientific skills: observation, scientific writing, accurate recording and presentation of data ● First steps in analytic thinking ● Sound - Musical intervals, Resonance ● Light – Reflection, Images ● Heat – The measurement of heat <ul style="list-style-type: none"> ● Nutrition: Carbohydrates, fats, proteins, vitamins, minerals, roughage ● The importance of water. ● Record and become conscious of own diet ● Sugar in the diet, diabetes ● Processed food ● Pros and cons of different sorts of diets e.g. vegetarian, vegan, paleo ● Cooking techniques (theory and practical) ● Digestive system anatomy ● Alcohol and drug (prescribed and illegal) education ● Mental health ● Exercise and Fresh air ● Relationship and Sex Education – See PSHE below. <ul style="list-style-type: none"> ● Health and Safety ● Combustion of various materials plus accurate observation and recording. ● The carbon-cycle ● States of matter: solid, liquid, gas, ● Understand the terms: boiling point, melting point, freezing point, evaporation and sublimation, dissolving, precipitate ● Crystal formation ● The lime-cycle.

	Sun-centred Astronomy	<ul style="list-style-type: none"> ● Introduction to some chemical notation of elements: e.g. Carbon-C, Hydrogen-H, Water H₂O ● Experiencing and identifying acids and bases plus use of indicators ● The renaissance and the birth of modern science ● The telescope ● Biographies: Copernicus, Galileo, Kepler. ● Introduction to modern scientific study of the planets and discussion of modern theories.
Eight	Physics Biology Chemistry Meteorology	<ul style="list-style-type: none"> ● Biographies of Physicists ● Review and consolidation of sound, light and heat ● Generation of Current electricity ● Relationship between electricity and magnetism ● Practical applications of electromagnetism ● Mechanics – The Six Simple Machines, Friction ● Fluid mechanics – The Nature of Liquids, Water Pressure, Buoyancy ● Aeromechanics – The Nature of Air, Air Pressure ● Anatomy of the senses: ear and eye ● Anatomy and physiology of the heart and lungs ● Anatomy of muscles and bones ● Scientific drawing ● Chemistry of nutrition: carbohydrates, fats and proteins and their building blocks ● Biography of Faraday ● The chemistry of the candle (Faraday's lectures) and the burning of hydrocarbons compared with the energy of carbohydrates in the body ● Digestive enzymes ● Introduction of Periodic table, balancing simple, known equations ● Atmospheric pressure, prevailing winds, the Gulf Stream, structure and formation of clouds, the greenhouse effect, environmental issues.

Geography

The Geography curriculum links culture to the environment and provides a deep appreciation and understanding of different cultures. It is a key subject in the acquisition of tolerance for people different from ourselves. It also includes, by its nature, the discussion of environmental issues. In LSS the study of geography begins close to home and gradually expands out to encompass the whole of The British Isles, Europe and the rest of the world.

Geography in classes one and two is incorporated within the daily curriculum; out-door play, nature walks, nature stories. The children's attention is drawn to their environment. In class three the building and farming main lesson blocks provide a rich opportunity for studying ways of life in different environments. In class Four and beyond, there are dedicated blocks to studying geography.

Class	Topic	Skills and Experiences
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One	The local environment	<ul style="list-style-type: none"> ● Nature walks and stories that bring experience of and attention to: local trees, plants and flowers, native local birds, native local animals. ● Nature walks and stories that bring experience and attention to: woods, forests, parks, commons, mountains, rivers, valleys, oceans, lakes, islands. ● Den building ● Fire making ● Appreciation of the seasons and the weather ● Celebration of seasonal festivals
Two	The local environment	<ul style="list-style-type: none"> ● Nature walks and stories that deepen experience and bring further attention to: local trees, plants and flowers, native local birds, native local animals - consolidating and building on content from class 1 ● Nature walks and stories that bring experience and attention to: woods, forests, parks, commons, mountains, rivers, valleys, oceans, lakes, islands – consolidating and building on content from class 1 ● Legends form the UK ● Appreciation of each other's heritage and differences. ● Den building ● Fire making ● Build on understanding of the seasons and the weather. ● Celebration of seasonal festivals.
Three	The natural environment in farming and building main lessons	<ul style="list-style-type: none"> ● Shelter building in the natural environment ● Trades and crafts connected to the natural environment e.g. basket weaving, leather work, blacksmithing, milling. ● Farming practises with associated ways of life and relationship to the seasons. ● key human features associated with rural life, including: village, farm, house, market. ● Life cycle of bees, (working together) and their relationship to food production and the environment.
Four	Local History/Geography	<ul style="list-style-type: none"> ● Research skills, (library documents, talking to people) ● History of local crafts and industries and their relationship to the local environment ● Local traditions and their relationship to the environment, together with changing perspectives ● Building on key human features from cl 3, including: city, town, village, factory, farm, house, office, port, harbour, market, shop, church, temple, synagogue. ● Map reading ● Scale drawing ● Introduction to compass skills ● Simple illustrated maps
Five	Geography of the British Isles	<ul style="list-style-type: none"> ● Developing further research skills. ● Key physical features of the British Isles including: mountain ranges, coastline, rivers, islands. ● Geographical regions, counties and cities of the British Isles. ● History of local crafts, traditions and industries in areas of The British Isles and their relationship to the environment (land-use patterns) and how these have changed over time. ● Appreciation of the implications of Latitude and Longitude (Darker in the winter in Scotland for example) ● The water-cycle and river formation

		<ul style="list-style-type: none"> ● Use of maps and atlases. ● Map drawing ● Distribution of natural resources including energy, food, minerals and water. ● Drawing and Interpreting graphs. ● Deepening awareness of environmental issues e.g. issues associated with oil/gas production
Six	Geography of Europe	<ul style="list-style-type: none"> ● Physical geography - mountain ranges, rivers and seas of Europe, flora and fauna (biomes and vegetation belts), climate. ● Human geography – types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Appreciation of different cultures, similarities, differences, interrelationships. ● Map drawing and changing borders. ● Relevant environmental issues as per countries studied in detail.
Seven	Explorer project	<ul style="list-style-type: none"> ● This project focuses on a historical explorer. The physical and cultural geography of the area chosen is studied in this context <p>Research skills, map drawing, presentation, interrelationships.</p>
Eight	World Geography main lesson block	<ul style="list-style-type: none"> ● This main lesson block is multidisciplinary drawing on features of geology, physical geography, meteorology, history, maths (statistics) zoology, botany, politics, economics, religion. It's main emphasis is a true appreciation of other cultures and the inter-relationships between them. True harmony in difference. <p>Learning objectives in this block are varied but review, build and extend skills learnt to date.</p>

History

In Steiner/Waldorf pedagogy history is experienced as a development of consciousness of humanity. The child's growing consciousness and awareness is reflected in a comprehensive journey through told story and biography that begins with fairy tales, moves on to mythology - which intertwines with the progress, inventions and discoveries of humanity, and enters into the more concrete history of Egypt, Greece and Rome. Following the fall of Rome, Arab culture, the Anglo-Saxon period, the Medieval period into the Renaissance are studied finishing in class eight with the Revolutions up to the present digital revolution. The curriculum is built, through story and biography, upon imparting moral values to the child (including British values). Literacy is taught through the history curriculum. (See Literacy)

Class	Topic	Skills and Experiences
One	Fairy Tales	<ul style="list-style-type: none"> ● Wonder ● Personal histories, family history, remembering their own pasts and experiences.
Two	Fables and legends	<ul style="list-style-type: none"> ● Wonder ● Personal histories, family history, remembering their own pasts and experiences. ● Stories of the Saints and the places they lived. ● An appreciation for different places, cultures and ways of life.
Three	The Old Testament stories in an	<ul style="list-style-type: none"> ● Personal histories, family history, remembering their own pasts and experiences. ● Family trees ● Food, warmth, shelter - Old Testament stories

	historical context	<ul style="list-style-type: none"> ● Food, warmth, shelter - Practical experiences; including cooking, farm trips, traditional craft activities.
Four	Norse Mythology Local history/ geography	<ul style="list-style-type: none"> ● Personal histories, family history, remembering their own pasts and experiences. ● Family trees ● Norse Mythology ● Viking and Anglo – Saxon culture ● Local history – investigating local stories, looking at old maps, building a picture of how the local landscape has changed and why.
Five	Ancient cultures	<ul style="list-style-type: none"> ● Ancient Indian Mythology and an appreciation and understanding of the hunter-gatherer age ● Ancient Persian Mythology and history - The Tigris and Euphrates and the beginning of farming, reflect and build on the experiences of farming in class three. ● Ancient Egyptian Mythology and history - farming, pyramids, Pharos. ● Ancient Greek Mythology and the history of modern civilisation – The beginning of democracy, the twelve nation states, art, sculpture, architecture, theatre, geometry, stories of the philosophers, The Greek Olympics. ● Alexander The Great
Six	Rome ●	<ul style="list-style-type: none"> ● The Aeneid - the link between Greece and Rome ● The founding of Rome ● The Kings period ● The Democratic period ● The Emperor's period ● Building - Roads, Palaces, Baths, Temples ● Roman way of life – women, men, children, slaves, religion; parallels and differences with modern life. ● The Roman army – rules regulations and authority ● Roman invasion of Britain ● Roman Britain - including trip to Hadrian's wall. ● The fall of Rome (sometimes done in class 7)
Seven	Feudalism in Europe, Early Islam and the Middle East, the Age of Discovery, the Renaissance.	<ul style="list-style-type: none"> ● Consequences of the fall of Rome – tribal movement ● Rise of Islam, Arab culture ● European History - Feudal System ● British History Anglo – Saxon and Viking invasions (recall and add to class four understanding) ● Norman invasion and Medieval history including Magna Carta ● European History – Renaissance; art, architecture, science, literature, music. and Reformation ● World History – Explorers and the nations and cultures they found and invaded
Eight	The Age of Revolution	<ul style="list-style-type: none"> ● Industrial Revolution - the movement from country to towns, the growth of cities ● French Revolution – The enlightenment. Liberty, Equality, Fraternity and what they mean. Hopes and aspirations. ● American Revolution – The American constitution. The American Dream. Link to the Explorers in class seven. ● Russian Revolution – Politics, ideology, consequences of ideology

	<ul style="list-style-type: none"> ● World Wars - Biography, poetry, people's experiences, opportunity for original research into family history. ● Cold War – Biography, how it informs the present, the build-up to the present. ● Technological and digital revolutions. A global community.
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Art

A key principle of Waldorf/Steiner pedagogy is that all lessons have an artistic element. There are a number of key and unique features in the curriculum that accommodate this. Art combines accurate observation with acquiring and practising skills and techniques, developing the imagination, self-expression and organisational skills. These are all important life skills. To that end academic work is artistically recorded in main lesson books; wet on wet painting allows form to emerge out of colour, stimulating imagination but also requiring organisational skills and honing fine motor skills; form drawing is an artistic activity that underpins the foundation of both literacy (writing) and numeracy (patterns); and craft projects are a key feature throughout the school (they are documented below).

Drawing and painting are taught by the class teacher up to class Five. From class six onwards this is supplemented by a specialist art teacher.

Class	Topic	Skills
One	Colour stories Seasons,	<ul style="list-style-type: none"> ● Use of block crayons – different sides for different techniques. ● Guided illustration of main lesson books ● Free drawing ● Guided form drawing - lines, curves, patterns. ● Wet on wet painting - use of paint brush, learning to keep colours separate, mood, primary colours, beginning of blending, organising materials (help set up, clean and clear away)
Two	Main lesson theme (saints, fables, nature) Seasons and festivals.	<ul style="list-style-type: none"> ● Use of stick crayons ● Guided form drawing - curves, lines, patterns, symmetry ● Guided drawing ● Free drawing ● Wet on wet painting - primary and secondary colours, blending colours and keeping colours separate, mood of colours, organising materials (working together to set up clean and clear away).
Three	Main lesson theme (Old Testament stories) Seasons and festivals	<ul style="list-style-type: none"> ● Use of pencils ● Guided form drawing: flowing patterns (in preparation for joined up letters) asymmetrical forms. ● Guided drawing ● Free drawing. ● Wet on wet painting – simple human figure, trees, nature pictures, mood of The Creation
Four	Main lesson theme, Seasons and festivals	<ul style="list-style-type: none"> ● Use of fountain pen: calligraphy. ● Guided form drawing: Celtic knots. ● Guided drawing ● Free drawing (illustration of individual work) ● Wet on wet painting - animal forms, mood of Norse myths, mixed media, technique of removing paint.
Five	Main lesson theme	<ul style="list-style-type: none"> ● Free hand geometry - both guided and experimental ● Illustration of main lesson books - sometimes guided

	Seasons and festivals	<ul style="list-style-type: none"> • Botanical drawing and illustration • Wet on wet painting - botany, forms and moods from ancient history
Six	Main lesson themes Still life Black and white	<ul style="list-style-type: none"> • Illustration of main lesson books - occasionally guided • Use of charcoal, graphite, chalk • Light and shadow • Careful observation of objects – space, position, source of light, shadow, comparative size • Review of colour spectrum • Water colour painting
Seven	Main Lesson themes particularly Renaissance	<ul style="list-style-type: none"> • Illustration of main lesson book. • Use of soft pastels • Colour perspective • Warm and cool colours to create space • Linear perspective • Vanishing point • Wet on wet painting - landscapes • Veil Painting
Eight	Main lesson themes. Portraiture	<ul style="list-style-type: none"> • Illustration of main lesson books • Build on techniques from class seven • Portraits and self portraits • Golden section and perspective in architecture • Wet on wet painting - mood of Industrial Revolution • Visit to an art Gallery

Crafts: Incorporating Design Technology

The following documents the curriculum for the school. Individual class teachers may introduce other craft projects that follow the theme of a main lesson depending on their own resources and experience.

Class	Topic	Skills
One	Wax modelling	<ul style="list-style-type: none"> • Modelling letters and simple shapes – fine motor skill development.
Two	Wax modelling	<ul style="list-style-type: none"> • Modelling animals – fine motor skill development.
Three	Building project: often something for the school e.g., sandpit, house, bench etc Crafts as professions.	<ul style="list-style-type: none"> • Health and safety, • Measuring, design and simple introduction to scale • Use of simple tools including saw, hammer, screwdriver • Observation of use of power tools • Learning about the environment • Visiting building projects • Any of the following projects: simple woodwork, felting, pottery, weaving, leather work.
Four	Clay modelling History of writing	<ul style="list-style-type: none"> • Animal forms to complement zoology, • Crafts continued and extended from class 3 • Making writing implements and ink.
Five	Geography	<ul style="list-style-type: none"> • Making relief maps: measuring, scale, mixed media, organisational skills, teamwork.
Six	Woodwork: Simple utensils: stirrer, spatula, small spoon, paper knife	<ul style="list-style-type: none"> • Health and safety • Names and uses of tools • Qualities of different woods, grain.

	Mosaics (Romans)	<ul style="list-style-type: none"> ● Carving techniques: straight line, curve, convex and concave shapes. ● Finishing techniques ● Design and mosaic skills, organisational skills, teamwork
Seven	Woodwork: Carved bowl, cup and plate	<ul style="list-style-type: none"> ● Review and increase competence of skills mentioned above.
Eight	Woodwork: Moveable toy, Candle holder, Mallet, Nesting box	<ul style="list-style-type: none"> ● Review and increase competence of skills mentioned above. ● Use of drill ● Repairing wooden items ● Prop making for class 8 production

Handwork Including Design Technology

Handwork increase fine motor skills which aids cognitive development. It also teaches a sense of aesthetic and an ability to complete a project to a high standard.

Class	Topic	Skills
One	Knitting a ball	<ul style="list-style-type: none"> ● Washing and carding wool, ● Finger knitting, making wooden knitting needles, ● Techniques - casting on, knit stitch, casting off, decreasing, sewing up and finishing.
Two	Knitting a gnome and /or an animal form	<ul style="list-style-type: none"> ● As above plus: ● Increasing and decreasing stitches ● Begin to learn how to follow a pattern
Three	Crochet 2 and 3D projects: small flower/animal/ brooch. A potholder. A bag.	<ul style="list-style-type: none"> ● Finger knitting ● Crochet with correct technique ● Techniques: chain stitch, slip stitch, double crochet stitch
Four	A cross stitch project e.g. bag/ bookmark	<ul style="list-style-type: none"> ● Designing a pattern, ● Cross stitch technique, ● Starting and finishing techniques.
Five	Knitted bag/hats/hand-warmers Embroider tunic for Olympics	<ul style="list-style-type: none"> ● Design, ● 5-needle knitting, ● Fairisle and Cable patterns, ● Hand sewing, ● Embroidery
Six	Animal forms	<ul style="list-style-type: none"> ● Design ● Pattern making and cutting. ● 2D to 3D ● A variety of hand sewing techniques
Seven	Human forms Making dolls and puppets Making an Apron	<ul style="list-style-type: none"> ● Design ● Pattern making and cutting ● Choosing fabric ● Various advanced hand sewing techniques
Eight	Make a simple garment	<ul style="list-style-type: none"> ● Design ● 2D to 3D - use of patterns ● Alterations and repair of garments using appropriate advanced techniques

		<ul style="list-style-type: none"> ● Introduction to textiles ● Use of sewing machine
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Languages

Class	Topic	Skills
One	Narrative and seasonal songs, rhymes and games.	<ul style="list-style-type: none"> ● Main colours. ● Parts of the body. ● Days of the week, months and seasons. ● Articles of clothing. ● Counting up to 100 ● Able to respond to simple commands and basic questions (name, birthday, name of parents)
Two	Songs, rhymes/poems and games. Simple Q and A conversations.	<ul style="list-style-type: none"> ● Daily routine and activities. ● Listen to simple stories. ● Acting out stories. ● Talking about themselves (name, age, birthday, family). Know items in the classroom, a range of natural features. ● Counting to 1000
Three	Songs, poems and games. Simple Q and A conversations.	<ul style="list-style-type: none"> ● Be familiar with basic items of food, clothing and furniture, forms of transport, places and directions. ● Read the clock. ● Be aware of different genders. ● Use the main spatial prepositions. ● Recognise the main pronouns. ● Recognise possessive adjectives
Four	Songs and poems. Q and A conversations. Write and read songs and poems learned. Alphabet.	<ul style="list-style-type: none"> ● Know the alphabet. ● Able to spell out their name and common words. ● Read practised words and sentences accurately. ● Able to give simple descriptions. ● Recognise the nouns, verbs, adjectives. ● Know verb forms in the present tense. ● Know the gender of some common nouns. ● Able to construct simple sentences of their own design
Five	Songs and poems Conversation. Writing. German reader. Geography and culture	<ul style="list-style-type: none"> ● Able to respond to simple questions from a text ● Able to retell small portions of a story ● Able to use and identify present, past and future tense of verbs learnt ● Be aware of different sentence structures in English and foreign language ● Know the position of adverbs ● Know the declinations of commonly used nouns
Six	Songs, poems, conversation. Writing German reader History/geography/culture	<ul style="list-style-type: none"> ● Able to speak more freely about themselves and their environment ● Able to speak more freely about what they have read in class ● Recognise and give examples of the area of grammar covered ● Understand the grammatical terminology involved
Seven	Songs, poems, conversation.	<ul style="list-style-type: none"> ● Understand declination ● Able to compose short pieces of writing of their own with reasonable accuracy

	Reading and comprehension of German text, independent writing. History/geography/culture	<ul style="list-style-type: none"> • Have a firmer grasp of sentence structure • Able to express themselves clearly in simple sentences in a range of everyday situations i.e. about themselves, shopping, directions, etc. • Revision of grammar and grammar book, common irregular verbs
Eight	Songs, poems, conversation. Reading and comprehension of German text, independent writing. History/geography/culture	<ul style="list-style-type: none"> • Understand declination • Able to compose short pieces of writing of their own with reasonable accuracy • Have a firmer grasp of sentence structure • Able to express themselves clearly in simple sentences in a range of everyday situations i.e. about themselves, shopping, directions, etc. • Letter writing

Music

Pupils are taught music by their class teacher in the main lesson. This is supplemented by music lessons with a specialist teacher. Performances are held at the end of every term.

Class	Topic	Skills
One	Pentatonic songs (mood of the fifth), sung using words and solfege	<ul style="list-style-type: none"> • First steps on the recorder. • Kodaly hand signs d,r,m,s,l • Clapping and action songs.
Two	Pentatonic songs	<ul style="list-style-type: none"> • Develop stronger feeling for key d/l. • Playing extended range on the recorder. • Vocal repertoire on the recorder. • Modal songs. • Hand-signs for fa, ti
Three	Diatonic songs	<ul style="list-style-type: none"> • The major scale. • Folk songs. • Simple rounds, canons, songs with ostinatos. • Two beat conducting pattern. • Rhythmic solfege
Four	Major & Minor Scales	<ul style="list-style-type: none"> • Major and minor scales, • More complicated rounds and canons. • Writing and reading music. • Singing and playing from written music. • Hand Signs for sharpened notes - fe, si
Five	Simple part songs	<ul style="list-style-type: none"> • Simple part songs - Gospel songs, spirituals, songs with instruments • Instrumental music. • Increasing fluency in music reading.
Six	Hymn Tunes World music Part songs Instrumental ensembles	<ul style="list-style-type: none"> • Kodaly two-part exercises • Use of different size recorders • Reading music • 3-beat conducting patterns
Seven	World music Polyphonic music, Instrumental ensembles	<ul style="list-style-type: none"> • World music with singing parts. • Renaissance part songs. • Baroque instrumental music. • Appropriate popular music on own instruments.

		<ul style="list-style-type: none"> ● Kodaly 2-part exercises. ● 4-beat conducting pattern
Eight	Percussion Contemporary music - classical and popular Mixed instrumental/slash vocal ensembles	<ul style="list-style-type: none"> ● Percussion work ● Minimalism (Steve Reich), ● Improvisation. ● Baroque opera extracts ● Popular music. ● Composition of ensemble pieces.

Religion

The themes in the religion lesson broadly, although not solely, interweave with the history/literature curriculum.

Religion in a Waldorf School is often referred to as 'Free Religion.' The meaning of the word 'Religion', is to reconnect and the religion lesson is taught with this meaning in mind, an opportunity to reconnect with something divine within each of us, an opportunity to embark on a journey of who we are as individuals. As such it aims to enrich the social and emotional aspect of the PSHE curriculum (please see PSHE below.) A mood of reverence is created and the children are immersed in stories that depict the plight of humankind and the qualities brought to light in overcoming obstacles. The mood is designed to feed and challenge the children's moral life, in a developmentally appropriate way, offering markers to set their own inner compass by. These often bear fruits later, sometimes much later, in life. As such, there is no expectation that particular, measurable skills will be acquired in the religion lesson.

Where relevant to the story, there will be focused age appropriate, discussion around the protected characteristics as listed in section 4 of the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. There is no wrong or right taught; the stories offer pictures to promote discussion in a safe, inclusive environment.

Class	Topic
One	Nature stories and fairy tales - difference and overcoming difficulties
Two	Stories of saints, fables - strength in difference, strength in disability, overcoming religious persecution.
Three	Old Testament stories/Rubicon stories - Age is important here, awareness of self, awareness of difference, collaboration, harmony.
Four	Rubicon stories - Age is important here, awareness of self, awareness of difference, collaboration, harmony.
Five	Stories from The Hindu and Buddhist, traditions, Ancient Babylonian (Gilgamesh) Ancient Egyptian and Greek mythology. Stories that impart mortality, harmony in difference, positive pictures of different cultures.
Six	Stories from the birth of Christianity - religious persecution, strength in disability.
Seven	Biographies, stories from Islam, comparative religion, strength in disability.
Eight	Biographies - all aspects of difference: age, race, religion, gender, disability - stories that inspire inner strength.

Movement

Movement is a fundamental aspect of Steiner/Waldorf Pedagogy and is embedded into the daily and weekly curriculum of LSS. As well as the obvious physical benefits it is well documented (see references at the end of the introduction) that children's healthy brain development, cognitive abilities and social abilities rely on plenty of movement activities in childhood. Each main lesson begins with movement and rhythmical activities. The time spent in classroom movement is progressively reduced as the children become older. Pupils also have eurythmy lessons (see below) and physical education/games lessons.

Movement - Physical Education/Games

Games lessons follow the development of the child's physical, emotional and intellectual development. Younger children are immersed in imaginative games learning to respect clear simple rules. These games provide exercise and lessons in social interaction while appealing to the child's imagination. The Greek Pentathlon is a major feature of class 5. It coordinates with the study of Ancient Greece and culminates with an Olympic event in Sussex together with other Waldorf schools. The middle school, classes 6-8, start to develop the skills necessary to play a variety of more competitive sports, strenuously and by the rules. The activities focus on the mastery of the body and beginning to develop physical strength as well as team-work and good sportsmanship. The pupils have the opportunity to play with other Waldorf Schools in the middle school sports day and competition with nearby schools is being developed through the Schools Games Programme.

Class	Topic	Skills
One	Imaginative games	Balancing, jumping, running, throwing, skipping, climbing, social interaction
Two	Imaginative games	As above
Three	Imaginative games	As above including more personal challenges
Four	Imaginative games	As above including more complex rules, strategy and teamwork.
Five	Greek Pentathlon	Warm-ups, health and safety, use of equipment, Javelin, Discus, long jump, high jump, running, wrestling, teamwork.
Six	Introduction to formal sports Outdoor centre activities	Warm-ups, health and safety, use of equipment, skills associated with volleyball, frisbee, 10 ball, basket-ball, hockey, rounders, rules of games, teamwork, sportsmanship, athletics, gymnastics. Skills associated with climbing, paddle sports, cycling, archery and caving
Seven	Formal sports Outdoor centre activities D of E bronze award	As above As above Self-sufficiency, team work, orienteering, planning and organisation, knowledge of equipment, cooking, health and safety, basic first aid, strength, endurance. Presentation after trip
Eight	Formal sports	As above As above

	Outdoor centre activities D of E Bronze award	As above
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Movement - Eurythmy

Eurythmy is a specialised performance art, unique to Steiner schools that aims to harmonise the child's developing emotional life with their physical well-being. Children are taught to move together in a group thereby cultivating spatial awareness, working together also strengthens their confidence for solo forms. Through learning the gestural vocabulary of sounds and tones the children develop an inner connection with the qualities inherent in language and music. This supports the development of linguistic and musical literacy. Eurythmy also cultivates a deep appreciation for form and the rhythm of music and poetry. By working on the interpretation of literature and music the children's aesthetic appreciation of these subjects is deepened in an experiential way. Eurythmy encourages and inspires the development of imagination, it cultivates fine and gross motor skills, it helps to strengthen listening skills, confidence in movement and working together. The children have the opportunity to present their growing skills in regular performances.

Folk dancing is learnt in the summer term in preparation for the May festival

Class	Topic	Skills
One	Fairy tales and nursery rhymes	<ul style="list-style-type: none"> ● Imitate sound and movement gestures to songs, rhymes and stories. ● Differentiate stepping according to the music or the narrative ● Follow coordination exercises to simple rhythmic patterns ● Work with flow in the form of the circle. ● Social interactions. ● Folk dancing
Two	Seasonal poetry Music	<ul style="list-style-type: none"> ● Imitate eurythmy sound and movement gestures with more confidence. ● Rhythmical, spacial exercises. ● From circle to symmetrical forms - walk simple mirror forms ● Be able to perform simple, fine and gross motor exercises e.g. with copper rods and balls ● Pitch and tone ● Folk dancing
Three	Poetry and music	<ul style="list-style-type: none"> ● Start to recognise the vowels and consonant gestures ● Walk geometrical forms; triangle, square, circle, spiral ● Step and clap rhythmically to poems and music ● Folk dancing
Four	Poetry and music	<ul style="list-style-type: none"> ● Use vowels and consonant gestures ● Begin to apply the grammatical forms of speech eg verbs and nouns ● Recognise and step to alliterative poetry ● Recognise major and minor mood ● Express harmonies in geometrical group forms ● Carry out concentration exercises and rhythmical patterns in cannon form ● Folk dancing
Five	Poetry and music	<ul style="list-style-type: none"> ● Walk with ease using the 3 - fold stepping method ● Be able to use most vowel and consonant gestures with confidence

		<ul style="list-style-type: none"> ● Walk more complicated geometrical forms e.g. the 5 - pointed star in a group and alone. ● Walk forms with continual change of direction e.g. loops ● Recognise and use gestures for some major and minor scales ● Folk dancing
Six	Poetry and music	<ul style="list-style-type: none"> ● Walk geometrical patterns in a group e.g. triangle and diamond transition ● Begin using the gestures for a musical piece in both major and minor scales ● Carry out, with confidence, the basic rod exercises ● Walk selected grammar forms and use them in the context of a poem ● Folk dancing
Seven	Poetry and music	<ul style="list-style-type: none"> ● Carry out all interval gestures and forms ● Walk continuous forms (e.g. double curve into a spiral in and retrace) ● Introduction to soul gestures e.g. happy/sad/reverence/anger/despair ● Confidently carry out chosen co-ordination exercises with rods ● Develop own simple forms ● Folk dancing
Eight	Poetry and music	<ul style="list-style-type: none"> ● Explore tonality ● Folk dancing ● Exploration and development, practice, consolidation and performance of all elements learnt

PSHE

The foundation of the whole, unique, Steiner/ Waldorf curriculum is based on fostering health, and developing resilience and character in preparation for modern life. This outlook is commensurate with the three core themes of the PSHE curriculum: Health and Wellbeing; Relationships; and Living in the Wider World.

PSHE can be seen to have a three-tiered approach:

1. Specific information relating to the topic being taught.
2. Bedrock PSHE content which focuses on the Social and emotional education of the pupils
3. A whole School approach, whereby the school models the behaviour in all its interactions.

PSHE must be taught in an imaginative, sensitive and age appropriate way. The class teacher knows the children well and can build on what is brought from home by approaching topics inclusively and with sensitivity. Specific information relating to the online world, however, changes rapidly and our dedicated PSHE teacher informs teachers of developments, and will also teach specific content lessons when asked to do so by class teachers.

The Young Foundation identified a core set of social and emotional capabilities / skills that are of value to young people.¹ These are transferable skills and are determined to be critical

¹ McNeil, B., Reeder, N. & Rich, J. (2012). A framework of outcomes for young people. London: The Young Foundation. As mentioned in

in enabling young people to fulfil their potential and make a positive transition to adulthood and independence. The Skills mentioned are:

- Managing Feelings – reviewing, self-awareness, reflecting, self-regulating, self-accepting
- Communication – explaining, expressing, presenting, listening, questioning, using different ways of communicating
- Confidence and Agency – self-reliance, self-esteem, self-efficacy, self-belief, ability to shape your own life and the world around you
- Planning and Problem Solving – navigating resources, organising, setting and achieving goals, decision making, researching, analysing, critical thinking, questioning and challenging, evaluating risks, reliability
- Relationships and Leadership – motivating others, valuing and contributing to team working, negotiating, establishing positive relationships, interpreting others, managing conflicts, empathising
- Creativity – imagining alternative ways of doing things, applying learning in new contexts, enterprising, innovating, remaining open to new ideas
- Resilience and Determination – self-disciplines, self-management, self-motivated, concentrating, having a sense of purpose, persistent, self-controlled.

Our curriculum over the course of the eight years, as mentioned above, is particularly designed to foster these skills in an age appropriate way in the main lessons, subject lessons and throughout the whole of school life. Please see also our policy on SMSC (spiritual, moral, social and cultural)

The protected characteristics as listed in section 4 of the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. An age appropriate understanding and appreciation of these characteristics are woven sensitively into the curriculum.

E-Safety including

We can be of the impression that young people are more knowledgeable about the online world than we as teachers. This may be so, but only in a practical sense. At its core, e-safety is working with the same intention as keeping children safe in the physical world. It is our commitment to do our best to promote discussion and listen carefully to what children are interacting with, to invite a questioning mind and inform them of how to stay safe online. Teachers CPD in this area is crucial, as is parent education (See also Statement of Online Safety)

The school, in line with our pedagogy, strongly discourages the early use of screens and spends considerable time on parent education to effect this. Nevertheless, we are aware children do have access, increasingly so. The content described below is general in nature. Teachers will respond to the indications of their particular class which will include learning about the online world, either earlier or later, in an age-appropriate way.

Gaming and Gambling

There is an increasing convergence between gaming and gambling. 93% of young people play games on line. A lot of gambling products are being described as games. Statistics show

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411492/What_works_in_enhancing_social_and_emotional_skills_development_during_childhood_and_adolescence.pdf

that gambling is as prevalent as drug and alcohol use in young people. We are researching the best ways to keep young people informed of the dangers of online gambling.

Drug and Alcohol and Education

This particularly takes place in class seven and will be revisited in class eight in the form of biography and current affairs. The children are informed with up-to-date information and honest and open conversation are encouraged.

Careers

This takes place in classes five six, seven, and eight although in class three the curriculum goes in detail into crafts and some children may be drawn, even at such a young age, to a particular craft.

In class six, economics and business maths is introduced. Being a business owner is a relevant contemporary occupation and this is discussed.

RSE

Please see separate policy.

Class	Topics	Skills
One	E-Safety	<ul style="list-style-type: none"> ● Stories from the class 1 curriculum that strengthen the bedrock PSHE curriculum ● What we can do online? ● How to stay safe/data sharing ● The importance of talking with your parents/carers about the games you play and the things that you learn or happen on-line. ● Games, winning and losing – does it really matter?
Two	E-safety	<ul style="list-style-type: none"> ● Stories from the class 2 curriculum that strengthen the bedrock PSHE curriculum ● What we can do online - update ● How to stay safe/data sharing ● The importance of sharing with your parents/carers, the fun things and the difficult things that might happen online. ● Games, winning and losing – does it matter? ● What is gambling? Relate to fables.
Three	E-safety	<ul style="list-style-type: none"> ● Stories from the class 3 curriculum that strengthen the bedrock PSHE curriculum ● What we can do online - further update including social media platforms and YouTube. ● How to stay safe/data sharing – further information ● Gaming etiquette ● The importance of talking with your parents/carers about things that happen online - reiterate. ● Games, what does it feel like to win or lose. ● What is gambling? What are loop boxes?
	Careers	<ul style="list-style-type: none"> ● Crafts are a significant part of the curriculum.
Four	E-safety	<ul style="list-style-type: none"> ● Stories from the class 4 curriculum that strengthen the bedrock PSHE curriculum ● How to stay safe/data sharing – further information ● Gaming etiquette/social media etiquette – reiterate and expand from class 3 use examples. ● The importance of talking with your parents/carers about things that happen online – examples.

		<ul style="list-style-type: none"> ● Games, what does it feel like to win or lose? - explore in further depth ● What is gambling? What are loop boxes? What is E-sport?
	Careers	<ul style="list-style-type: none"> ● Crafts continue to be explored in the class four curriculum.
Five	E-safety	<ul style="list-style-type: none"> ● Stories from the class 5 curriculum that strengthen the bedrock PSHE curriculum ● Discussions about life and death. What is life? What is death? How does digital technology help us live/die ● Continue to explore gaming etiquette/social media etiquette – ask for good and bad examples from the class. ● The continued importance of talking with parents/carers about things that happen online ● Games, revisit what it feels like to win or lose - explore in further depth. (The Greek Olympic event provides a strong counter balance to winning and losing) ● What is gambling? What are loop boxes? What is E-sport betting? ● Unrealistic body/consent expectations, unsafe areas within the comments and the content. ● Predator awareness brought in an age-appropriate way, where and how to get support.
	Careers	<ul style="list-style-type: none"> ● Incorporated into Geography of the British Isles – A range of industries are explored
Six	E-safety	<ul style="list-style-type: none"> ● Stories from the class 6 curriculum that strengthen the bedrock PSHE curriculum ● Romans and communication, global parallels ● Continue to explore gaming and social media etiquette - examples of good practice. ● Trolling - explore why is it sometimes hard not to retaliate to comments. ● You tube and advertising ● Gaming and gambling. Concerns, where to find support. ● Pornography – discussion around unrealistic body/consent expectations, unsafe areas within the comments and the content. ● Predator awareness – reiterated. Where and how to get support. ● The continued importance of talking with trusted adult about on-line life and discussion about how best to do this with regard inappropriate content.
	Careers	<ul style="list-style-type: none"> ● Business ownership/sorts of business/how a business works: banking/loans/book-keeping
Seven	E-safety	<ul style="list-style-type: none"> ● Story and biography from the class 7 curriculum that strengthen the bedrock PSHE curriculum ● Explorers, global parallels. ● Discussion of methods of online 'protection' to ensure knowledge is up-to-date. ● Gaming/ Gambling - Gambling and addiction ● More explicit communication regarding the dangers of speaking to unknown people online. ● 'Online friends'- the possible dangers and information sharing ● Support offered for dangerous online situations by the police, the local authorities, charities, their parents/guardians and their teachers. ● A no-shame mentality in relation to actions involving online presence and interactions.

	<p>Drug and alcohol education</p> <p>Careers</p>	<ul style="list-style-type: none"> ● Types of abuse that occur online - peer-on-peer, psychological/emotional (including blackmail), (potentially) physical, sexual and bullying. - awareness that methods by which these types of abuse are employed will vary based on the platform used. <p>Health and nutrition block -</p> <ul style="list-style-type: none"> ● Biographies ● Mental health – depression and anxiety, where to get help, apps that can help. Role of anti-depressants ● Information on counselling, openness with friends, open, honest, non-judgemental conversation. ● Music festivals and drug culture. Drug testing. ● Information and discussion on Psychological and physical effects of prescribed and recreational drugs. ● Addiction, the effect on the substance/alcohol abuser and those around them. Tie in with gambling addiction. ● Peer pressure and societal pressures. Differences in relation to culture/religion. <ul style="list-style-type: none"> ● Job vs career. ● Gender in employment. ● Jobs they have heard of, ● Jobs they haven't heard of. ● Motivation behind choosing. Qualifications - what they are, factors involved in choosing. ● Interviews. ● Hobbies/interests and their possibility for employment.
Eight	<p>E-safety</p> <p>Drug and alcohol education</p> <p>Careers</p>	<ul style="list-style-type: none"> ● Story and biography from the class 8 curriculum that strengthen the bedrock PSHE curriculum ● Industrial revolutions, including Technological Revolution ● Inspiring biographies of people who have bravely lived through difficult situations e.g. racial prejudice, disability, gender reassignment, religious persecution. ● Discussion of methods of online 'protection' to ensure knowledge is up-to-date. ● Revisit and update awareness of gaming/gambling, social media platforms. ● Discuss the effect of social media on self-worth. E.g., the need for validation through 'likes' etc. Encourage body neutrality and compassion for themselves and others. ● Encourage independent thought and an ability to protect themselves by using what they have learnt. <ul style="list-style-type: none"> ● Biography and sensitively considering the possibility of drawing on topics such as homelessness, depression, addiction and overcoming them. ● Themes from class 7 revisited and further discussed in drama, literature, religion and history. ● Reminder of peer pressure and its negative effects on personal decision-making. ● Encourage a supportive environment without judgement to talk about issues. ● Encourage making informed choices, rather than forced. <ul style="list-style-type: none"> ● Job vs career.

		<ul style="list-style-type: none"> ● Gender in employment. ● Jobs they have heard of, jobs they haven't heard of. ● Motivation behind choosing. ● Qualifications - what they are, factors involved in choosing. <p>Interviews.</p> <ul style="list-style-type: none"> ● Hobbies/interests and their possibilities for employment. ● Tax/National Insurance/Self employment
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Individual Projects

These projects are broadly the same themes from one class to another. They are designed to stimulate individual research and creativity and to encourage an experiential form of learning out-side of school, within the environment and at home. There is careful progression of expectations through the classes.

Class	Topic	Skills
Three	A house building project	<ul style="list-style-type: none"> ● Design ● Independence ● Elementary research ● Use of mixed media ● 3D conception
Four	Animal Project	<ul style="list-style-type: none"> ● Independent research ● Design/layout ● Drawing ● Independent writing ● Presentation to class (sometimes assisted) ● Time management
Five	British Isles or Ancient Egypt or plant.	<ul style="list-style-type: none"> ● Independent research ● Design/layout ● Drawing ● Independent writing ● Map drawing ● Time management ● Presentation to class
Six	Rome (history) or Europe (geography)	<ul style="list-style-type: none"> ● Independent research ● Design/layout ● Drawing ● Independent writing ● Map drawing ● History/geography ● Time management ● Presentation to class
Seven	Explorers	<ul style="list-style-type: none"> ● Independent research ● Design/layout ● Drawing ● Independent writing ● Map drawing ● History ● Geography ● Time management ● Presentation to class and class eight

Eight	A topic of their own choosing-monitored by class teacher.	<ul style="list-style-type: none"> ● Independent research, ● Design/layout, ● Drawing/painting/modelling, ● Independent writing, ● Time management. ● Presentation to parents, teachers and students.
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Class trips

Class trips within the tradition of the school are documented. Many other day trips happen at the discretion of the teacher and the resources available at the time. The skills learnt on a class trip are manifold and always coincide with the main themes of the class. They also include creating community, working together, cultivating independence and experiencing and interacting with the world out-side school.

Class	Topic
One	● With parents at the discretion of the teacher
Two	● With parents at the discretion of the teacher
Three	● Farm trips (day trips or overnight)
Four	● Local history and geography day trips
Five	● Olympics (4 days)
Six	● Hadrian's wall 5-9 days
Seven	● Out-door adventure/experiences 3-7 days
Eight	● Out-door adventure/culture 5-9 days

Related Policies

LSS Curriculum policies parts 1 and 2

LSS Pupil Assessment Policy

LSS Marking and feedback Policy

LSS SEND Policy

LSS Equality and inclusion Policy

LSS Relationship and Sex Education Policy

LSS Online Safety Policy

LSS Online Safety Statement

LSS British Values Statement

LSS Whole School Festivals, Celebrations and Community Events (SMSC)

Review by/date	Helen Kinsey 10/21
Approved by/date	College of Teachers 10/21
Approved by/date	Trustees 10/21
Next review	October 2022