

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) policy

Policy Reviewed: June 2021

Next Policy Review Date: June 2022

Waldorf education exists to serve growing human beings by helping them to maintain and develop wholesome good health in their physical, emotional and mental life throughout their education.

Steiner Waldorf Education at Moorland aims to equip children with essential skills for life and strives to lay the foundations for rounded, competent young people to develop, with a healthy self-esteem, who can impart purpose and direction to their lives, as active, confident citizens with the skills and attributes they need to protect and enhance their wellbeing. Many aspects of the PSHE curriculum are fostered implicitly through the Waldorf curriculum and in the relationship with and between staff. However, some aspects are taught explicitly through the PSHE lessons.

Through carefully planned and structured lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them, now and in the future. PSHE schemes of work have their foundations in seeing each and everybody's value in society, from appreciation of others, to promoting strong and positive views of self. Themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

The schemes of work are in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

This scheme of work covers all the required objectives and follows the three core areas:

Health and Wellbeing,

Relationships (RSE)

Living in the Wider World.

The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per **Appendix 1**, however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

that families are important for children growing up because they can give love, security and stability.

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

how important friendships are in making us feel happy and secure, and how people choose and make friends.

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

what a stereotype is, and how stereotypes can be unfair, negative or destructive.

the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

how information and data is shared and used online.

Being safe

Children should know:

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

how to recognise and report feelings of being unsafe or feeling bad about any adult and others.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

how to report concerns or abuse, and the vocabulary and confidence needed to do so.

where to get advice e.g., family, school and/or other sources.

Equalities and Diversity

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

We believe that, to be effective, RSE should always be taught within a broader curriculum which includes our PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

A summary of the aims of PSHE and RSE at Moorland Waldorf School are to:

- ☐ Promote the spiritual, moral, cultural, mental and physical development of all pupils
- ☐ Prepare pupils for the opportunities, responsibilities and experiences of later life
- ☐ Encourage pupils to value themselves and others
- ☐ Allow pupils to acknowledge and appreciate difference and diversity
- ☐ Teach pupils how to make informed choices
- ☐ Prepare pupils to be positive and active members of a democratic society
- ☐ Teach pupils to understand what constitutes a safe and healthy lifestyle
- ☐ Provide a framework in which sensitive discussions can take place
- ☐ Promote safety in forming and maintaining relationships
- ☐ Provide pupils with a toolkit for understanding and managing their emotions
- ☐ Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- ☐ Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- ☐ Prepare pupils for puberty, and give them an understanding of sexual development and the

importance of health and hygiene

- ☑ Help pupils develop feelings of self-respect, confidence and empathy
- ☑ Create a positive culture around issues of sexuality and relationships
- ☑ Teach pupils the correct vocabulary to describe themselves and their bodies

Curriculum

Using Twinkl Life's PSHE scheme of work as a framework, each class has thematic units and topics which are to be covered each year. The class teacher and subject teachers can plan how they will deliver this content in an age specific way and decide which aspects need to be taught in explicit PSHE lessons and which topics will be covered in other main lessons or subject lessons. Creative activities, discussions and games enable children to build confidence and resilience. The units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Pupils with special educational needs will be given the opportunity to fully participate in PSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Assessment for learning opportunities is built into each lesson and opportunities for self-evaluation and reflective learning occur, which allow teachers to evaluate and assess progress.

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Encourage parents to participate by ensuring healthy nutrition, sleep rhythms, social interaction and age-appropriate activities and discussions to consolidate knowledge.

The integrated approach to PSHE, coupled with explicit teaching of certain aspects, ensures that Moorland has an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Moorland's approach to PSHE supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

CURRICULUM

Early Years

Children in the Early Years learn through imitation and a strong and regular rhythm ensures that the children feel safe and secure. Healthy eating is promoted and children are involved in baking, preparation of vegetables and fruit, making soup and other activities. All food is fresh and organic where possible, and hygiene is an important part of the daily routine.

Children in the kindergarten spend time outdoors, regardless of the weather, thus enabling them to experience nature and the natural rhythms of life, fostering a respect for the world around them.

The children are immersed in a rich culture of traditional stories and fairy tales whereby the children experience archetypal relationships expressing the masculine and feminine, chivalry, and attitude of what is right and true. Social awareness is fostered through games, natural play and other group activities such as sharing lunch. Appropriate behaviour is modelled through the words and actions of the Early Years staff.

HEALTHY RELATIONSHIPS

In Kindergarten we are learning to respect each other and that all human beings are equal.

In daily interactions we learn to take turns, share and include others. Through stories and books we hear about other cultures and ways of life.

We recognise that there are a variety of different kinds of families and situations.

We want to celebrate the unique and special circumstances of each child's life.

Establishing personal space and boundaries.

We support the children's understanding of appropriate and inappropriate physical contact and privacy. This is the forerunner of a developing understanding of consent. We help the child to say no thank you if they are not feeling comfortable when another child is kissing them, and make it clear that hugs and kisses and other close contact is only if someone likes it so we need to find out.

Through daily interactions in Kindergarten we learn the importance of kindness, of welcoming everyone. We say that we are 'all friends in Kindergarten', we use 'kind golden words' and 'gentle hands'. We talk about children finding a way that everyone is happy with.

We talk about relationships that are close to the child, sometimes there are discussions at snack time that provide opportunities for the teacher to bring the subject of healthy relationships to the children in a natural and age-appropriate way.

Planning in the Moment, Positive interactions and Teachable Moments are part of the RSE curriculum in the Kindergarten.

We aim to nurture the child's self-respect and self-worth through activities, stories and culture within the Kindergarten. Everything we do, or don't do in front of the child is to help them develop a positive sense of self.

E-safety. At snack time when we are all gathered round the table the teacher will regularly find opportunities to tell the children that if there is something that makes them feel uncomfortable, they must go and tell an adult. We talk about asking for parent's permission before watching something on a screen, and that if there is something on screen they do not like they must tell a grown up.

This is also talked about in parents' meetings.

Physical health and personal hygiene

The rhythm of Kindergarten allows for good habits to be fostered through daily practice. We encourage the children to try healthy food, each meal is finished with a piece of carrot to clean the teeth. Outside children are encouraged to move and climb, we start every morning with time in the garden. We have a weekly walk. Sometimes a child is tired and we talk about importance of early night, we all need a lot of sleep. Children learn to respect their own body; we talk about taking care of our bodies and being kind to it. Self-awareness starts with body awareness through movements such as Eurythmy, in ring time and beanbag rhymes. Body awareness is also helped by conversations where words for all the body parts are mentioned, including genitalia.

Mental wellbeing

We have books with pictures of children showing all sorts of emotions to talk about. When someone is upset we say - it's okay, we all feel sad sometime, they will feel better soon. Maybe need a cuddle or to be on their own for a bit. There is a comfy chair to sit in, they know to talk to the teacher if they do not feel safe, they are unhappy or not comfortable with something that is happening to them or around them.

School classes 1-5

Following on from the Early Years, much of the work is continued by class teachers in order for children to hold their reverence for the natural world and to care for their peers and their environment. Each class is encouraged to work together as a group, and children are encouraged to help others, recognizing their different strengths. As the social group grows, the children gradually, and in their own time, awaken to gender and sexuality as they would within a family unit. The children are supported in their relationships and growing awareness through stories, which provide imaginative understanding of moral and social practice, good and evil, justice and redemption through the main lesson themes. Stories will also deal with death and bereavement in an age appropriate way.

Classes 1 and 2

In Class 1 and 2 the children regularly work and play outside. The

children have at least two nature (outdoor) lessons a week, learning about the world around them and how to

take care of the environment. They are introduced to morals and qualities through folk and nature stories, nature observation; saint stories and fables.

Our encourages healthy eating and snacks at break and lunch are eaten together as a whole group, supporting the social aspect

If there are social difficulties, then the teacher will address through a pedagogical story and/or circle time where the issue will be addressed in an age-appropriate manner.

Playing structured games teaches them turn taking, how to be a good loser and celebrating others' success and joy.

Parents' evenings are with all of the parents and all at the same time. This is to share the curriculum with parents alongside sharing a picture of the children developmentally. If there are any collective issues within the social fabric of the class, the teacher can address this with the parents globally. This 'Wrap-around Care' can support the individual child as well as the group as well as encouraging the active support of the parents and carers.

Themes from Twinkl life.

Class 3

The curriculum now focusses on Old Testament stories, nature observation, farming and animal husbandry. E-safety awareness and education continues in more in depth and is guided by the individual class and their needs. It starts off with the explicit reinforcement of healthy relationships; positive communication; what to do when someone or something upsets you; secrets and what are not good secrets to keep; how to apologise; forgive and not hold grudges; building positive relationships with your peers; work buddies.

The themes of Aiming High, Diverse Britain, Money matters, One World, safety first and It's my body based on Twinkl life lessons are integrated into the curriculum.

Class 4

The main lesson now focusses on Norse Mythology, human beings and animals. The children are beginning to take ownership as they become more independent and there is a focus on bullying, friendships and teamwork. As a party of Norse Mythology children consider the nine noble virtues which also allows for discussion of British Values.

The themes of Be Yourself, digital wellbeing, TEAM, VIP, growing up (to include a conversation with the girls about puberty menstruation, feelings and physical changes), Thinking positive based on Twinkl life are integrated into the lessons.

Class 5

Main lesson topics now move onto Greek Mythology, nature observation, animal studies, botany and plant reproduction. The children further examine values, moving from Greek to British to their own. The class is now taking much more ownership and make their own rules and sanctions for behaviour. E-safety guidance deepens as many pupils by this age have access to technology, with talks addressing Netiquette and online safety being held by the teacher. There will be a parents evening to discuss e safety.

The boys have a puberty talk focusing on the physical changes and feelings they may be experiencing. There will also be a sharing of what the opposite sex are experiencing.

Monitoring and Review

This policy will be reviewed on an annual basis by the College of Teachers.

This policy will be reviewed in the light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that need addressing.

The Board of Trustees is responsible for approving the policy.

Any changes made to the policy will be communicated to all staff, parents and, where appropriate, pupils for feedback.

The next scheduled date for this policy review is June 2022

Endorsement:

Name: Linda Parker

Position: Chair of ECTE

Date: 15/6/2021