

Whole School Curriculum Policy

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In this policy “parents” shall always refer to parent, parents, guardians and/or carers; “pupil” shall stand for students and pupils.

Introduction

This policy addresses the statutory requirements for the school to communicate its ethos and aims.

Greenwich Steiner School follows the Steiner Waldorf curriculum, as outlined in the publication edited by Avison and Rawson: “The Tasks and Content of the Steiner Waldorf Curriculum”. Greenwich Steiner School requires all teachers to use this text as a standard reference text for lesson planning.

Greenwich Steiner School uses its Curriculum Policy to:

- Outline our understanding and experience of child development in classes throughout the school from Kindergarten through to Class 12; and
- Describe how we work with child development through use of the curriculum.

1. Summary of the Conceptual Approach Underlying Waldorf Education

1.1 The Steiner-Waldorf curriculum puts a priority on the relationship of the learning material to the human being, subjects being purposely set in inter-disciplinary contexts wherever possible. In addition, subject matter is taught through a phenomenological or experiential methodology – that is, from observation of, and personal involvement with, phenomena leading to concept (inductive), rather than from presentation or description of the concept to confirmation of examples of that concept (deductive). This educational approach, whilst generally more time-consuming for teachers, is also a great source of inspiration for them in working to facilitate the emergence of healthy young humans who are conscious of their own uniqueness, their own skills and abilities and who have a healthy orientation to the world that they are moving into.

1.2 The premise from which Steiner education starts is that “each human being comprises body, soul and spirit” (Rawson and Richter 2000: 14). Education is meant to be part of the process whereby “the spiritual core of the person [strives] to come ever more fully to expression within and through the organism he or she has inherited and must individualise” (op. cit.: 7). To this end, the range of human faculties are awakened (cognitive, affective, creative, etc.) in a balanced way according to the anthroposophical model of human development. Integral to Steiner school education is encouragement of balanced growth towards “physical, behavioural, emotional, cognitive, social and spiritual maturation” (op. cit.: 7). Steiner pedagogy recognises “willing” (the control of limbs and bodily movement), “feeling” (the affective domain of the aesthetic and emotional senses) and “thinking” (the cognitive domain of rational thought).

1.3 Willing dominates pedagogy up to age seven when learning by imitation is very important. Between 7 and 14, children learn through their aesthetic senses, whilst from 14 upwards attention is given to the rapidly awakening senses of reason.

1.4 The Steiner curriculum is based on what Rudolf Steiner indicated would be appropriate for children of each age in accordance with his view of child development. It has evolved over the years through a testing in practice of this principle and is documented in publications such as Rawson and Richter (2000). Ideally, pupils follow the curriculum from early years through Classes 1 to 12. Formal learning begins at age 7.

1.5 Before then, children are said to learn “primarily through imitation and play”, and what they need according to Steiner principles is “a secure, caring and structured environment where activities occur in a meaningful context” (Rawson and Richter 2000: 16).

2. Distinctive Characteristics of Waldorf Education at Our School

2.1 The intention in Steiner schools is that the same class teacher stays with the same group of children from Class 1 to Class 8 for Lower School. In our Upper School (corresponding to the latter part of Key Stage 4 and above in maintained schools), a Class Tutor assumes the former pastoral and guiding role of the Class Teacher. Lesson delivery is, as in maintained schools, by subject specialists. A subject teacher (who could also be a Class Tutor) will take a block of daily lessons on a given topic.

2.2 Possibly the single most distinctive element of Steiner education is the two-hour main lesson that is held at the beginning of each day. Fundamentally, Rudolf Steiner established a pattern for the whole period of Class 1 to Class 12. This is a main lesson up until morning break, followed by usually two subject lessons before lunch and then two further subject lessons after lunch. All classes broadly follow this pattern, whether the pupils are 6 or 16 years of age. The purpose of the main lesson is to allow sustained concentration on a topic for a significant block of time – ideally 3-4 weeks.

2.3 An appreciation of the significance of this structure is crucial to an understanding of how the class-teacher- based system really works. In the youngest classes, children are more likely to have their own teacher for some or all of the subject lessons, but unlike maintained primary schools, there is a very clear complementary timetable of subject teaching throughout the main primary years that continues into Upper School (Classes 9-12).

2.4 An integral feature of Steiner schooling is the importance attached to family support for the education of the child, and the importance of adult learning and development in the wider school community. The schools need to explain their distinctive philosophy to parents and do so through means such as parents' evenings or informative articles in newsletters.

2.5 Parents are frequently invited to the regular festivals which form part of the work of the schools and where they can see their children's work. As with maintained schools, there are regular information evenings and teacher-parent consultation events. Some of the schools offer classes in art, craft or other aspects of the distinctive Steiner Waldorf approach from which adults can benefit. Many parents are also significantly involved in the running of the schools, as staff and also trustees, but often as volunteers in a practical sense including the maintenance and upkeep of the buildings.

2.6 A number of terms, concepts and practices are distinctive to Waldorf Steiner education which are used frequently throughout the school are as follows:

- **Child study:** a review of a child who needs special consideration, because of learning/ behavioural difficulties, special qualities, etc., or characterises a particular age or stage of development. This takes place in department meetings and sometimes at Collegiate too.
- **Class study:** a review of a whole class in terms of an aspect of attainment or social dynamics. This takes place at department meetings or Collegiate.
- **Three-Fold Social Order:** three areas of social life which Rudolf Steiner saw as needing to be in harmonious development. Steiner Waldorf schools strive to implement this aspiration in their management structures but this expresses itself very differently in different schools. The spheres are: the economic sphere, the sphere of rights and politics, and the cultural and educational sphere.
- **Eurythmy:** an art of movement originated and developed by Rudolf Steiner which aims to help children develop harmoniously in mind, body and soul; curative eurythmy is a development of eurythmy which aims to be especially therapeutic in its effects.
- **'Inner work' of the teacher** (and all staff): activity by the teacher to deepen his or her understanding and insight into child development through study, meditation, artistic activity, etc.
- **Meditative picturing of the child:** reflection by a teacher on a child, perhaps during the evening, calling to mind significant signs or events that might lead to a reappraisal of the relationship or pedagogic approach.
- **Spiral curriculum:** the same subjects are revisited as the children grow older, but at different levels according to Rudolf Steiner's principles of child development.
- **Rhythm:** principles which give shape to and determine the pace of lessons, based on the idea that there needs to be a variety of types of activity in tune with mental and bodily rhythms of the children. Rhythmic shape is found within lessons and also over longer periods of two to three days that give shape to the overall teaching approach; this also includes the teaching of material such as multiplication tables through the use of rhythmic movements.

- **Willing/thinking/feeling:** Rudolf Steiner referred to these 'forces' in the developing body. The will 'forces' concern the control of limbs; feeling is related to the aesthetic or affective function; and thinking refers to the rational, cognitive function. Willing/thinking/feeling is present in most activities and all ages, but development of willing dominates in the early years, feeling in the Lower School years and thinking in the Upper School.

3. Festivals & School Trips

3.1 Festivals are celebrated by the whole school throughout the year to mark the changing seasons and the yearly rhythms. There are approximately 23 of these. See the school's separate Guidance on School Traditions, Festivals and Events on our website.

3.2 School trips are an integral part of education and we build this up from Kindergarten to Upper School, developing the children's strength and physical ability. This includes camping, walking, orienteering, cycling, canoeing, caving, rock climbing, abseiling, foreign cultural trips, and the cultural diversity of Britain. We have referenced some of the school trips and educational visits we undertake. Teachers do add to this integral programme additional trips as and when possible to supplement the themes of their main lesson blocks.

4. General Principles of the Education Offered

4.1 Kindergarten

In the Steiner Early Years approach, we provide time and space for the natural, unforced development of key skills as a basis for literacy, numeracy, and social and emotional competence; and a warm and secure learning environment is created where the qualities of childhood are nurtured.

Children enter kindergarten between the ages of approximately 3¼- 6½ years. (The Kindergarten Curriculum Document provides a description of the curriculum for this entire age group.) The Framework of Kindergarten Education policy provides a description of the curriculum for this entire age group.

4.2 Kindergarten 3 -5 year olds

We also follow the Early Years Foundation Stage Framework delivering the learning and development requirements for our 3-5 year olds through our Steiner Waldorf Early Childhood

Curriculum. We deliver the 7 areas of learning and development in order that children may attain all their early learning goals (ELGs). We have been granted exemptions and modifications in some areas of the educational programs and the assessment arrangements, in order to preserve the integrity of the Steiner Waldorf Curriculum and practice. (SEE SEPARATE LIST OF EXEMPTIONS AND MODIFICATIONS).

4.3 Kindergarten 5 -6 year olds

During their final year in kindergarten the 5 and 6 year olds will start to have more responsibility and will each work on longer handwork projects in preparation for class one. By the time they are 5 they are attending five mornings a week and throughout the year special activities for 5 and 6 year olds are offered, which include more challenging activities such as movement games and skipping, and helping with younger children.

The curriculum for the 5 and 6 year olds in kindergarten is differentiated, with planned, structured activities designed to continue to support their development and to extend their learning and skills, taking into account their individual needs and interests (including those with an EHCP or who are identified as having SEN).

We work with physical coordination and integration, social and emotional relationships, imagination and “what ifs” (precursor to scientific enquiry) and creativity.

Tasks and focus are extended, independence, confidence and resilience continue to be developed as the children become physically aware and grounded, extend their own learning through exploration and discovery, become more articulate and self-regulating, empathetic and resilient.

As they reach this age their play changes and becomes more language based. This is taken into account in planning and supported with appropriate activities and stories.

Transition to class 1 demands certain skills and readiness for a curriculum of formal learning. In order to ascertain the readiness of a child we assess maturity of movement, speech, drawing skills, social and emotional development, physical health and development. We consider what a child needs to be able to do in order to fully access the curriculum in class 1.

We use the class one readiness checklist in the Spring and Summer term to assess school readiness (see separate document) throughout the ‘sun child’ year (age 5/6) assessing physical maturity through movement games, and provide a more challenging range of project work (sewing, crafts etc..) suitable for the 5 and 6 year old child throughout their final year.

We also hold a dedicated transition group afternoon once a week in the summer term where children moving into Class 1 stretch and consolidate their practical and social skills, and form a distinctive group within the kindergarten.

The transition group morning is visited by the Educational Support Department, who assess the children and support the transition into the Lower School by making sure the new Class 1 teacher and subject teachers are aware of any support individual children might need and how this can be supported. The Class 1 assistant is part of the Educational Support Team and gets to know the children during these mornings.

The graduation to class 1 child at the end of the summer term is marked by a special ceremony including a puppet show devised by the children. The Class 1 build hobby horses from scratch which they then take with them to class 1 and meet their Class 1 teacher.

School trips involve weekly walks close to the school in almost all weather.

4.4 Lower School

Once children join Lower school they have a class teacher who will generally stay with them right through to the end of class 8. The first part of each day is spent in ‘main lesson’(3/4 week thematic blocks of study), weaving together physical, rhythmic, musical, practical and artistic activities with oral and written work.

Main lessons are taught in three/four week subject blocks around a curriculum topic, such as literacy, numeracy, science, geography or history.

Lower school pupils also have subject lessons taught by specialist teachers: French and German (taught initially through games, songs and poems), music, violin, drama, art, painting, games, handwork, modelling (with clay or beeswax), or form drawing, and later gardening, woodwork, religion, creative computing, maths and english.

4.5 Upper school

The Main Lesson structure continues, but in upper school the single teacher holding the class is replaced by a group of specialist teachers. In upper school, pupils specialise in one, rather than 2

foreign languages, and subject lesson structures change. So instead of having, for example, one afternoon of handwork a week for the whole year, one of woodwork and one of art, classes may have textiles lessons three afternoons a week for one term, woodwork in the next term and art in the last.

Upper school pupils also benefit from a range of visiting and peripatetic teachers who bring skills such as photography and drama to the school, as well as having different specialist teachers for each main lesson block.

In the final two years of the upper school, pupils start to choose specialisms and may drop certain subjects in order to concentrate more of their time on others.

5. Child Development & the Curriculum through the School

5.1 Class 1

Class 1 content is based on fairytales and nature stories, which are rich in content and feed the imagination and feeling life of the young child.

Building on the good habits brought from kindergarten, the class 1 curriculum forms a framework for the children to find their place with their teachers and peers.

Main lesson blocks of numeracy and literacy, which run through the whole of the first year, are taught in alternation with one another, allowing the child to 'sleep' on what they have learnt before coming back to continue to deepen their learning. Other subjects such as art, form drawing, games and handwork, are taught mainly by the class teacher at this stage, but the class will also have the experience of one or two other teachers for specialist subjects such as languages.

Summary of typical themes for Class 1 main lesson blocks: Form drawing, numeracy (four processes, maths games), literacy (nature, fairy stories, and nature stories).

School trip includes afternoons walking to Greenwich Park in the summer term.

5.2 Class 2

Class 2 starts the year with the fables and saint stories, and goes on to include nature stories and Celtic myths. As well as providing rich content for literacy work, the curriculum supports the developing child. At the beginning of the year the children's inner understanding of right and wrong is supported through the moral content of fables and saint stories.

Class 2 children have more capacity for larger quantities and longer periods of work. Children of this age are developing an emergent strong memory which teachers develop and work with by providing longer stories, long poems to memorise, stories with more challenging moral content, consciously thought through rhythmic movement and regular practices of the 4 processes of numeracy.

Summary of typical themes for Class 2 main lesson blocks: Alternating numeracy (four processes, horizontal calculating, division and multiplication) reading and literacy.

School trip is a walk around the school area as part of local geography and mapping

5.3 Class 3

The class 3 child is looking for a strong authority, and this is supported with the stories of the Old Testament and particularly the 10 Commandments. The class 3 child responds well to the strong sense of right and wrong which comes from these stories, developing the feeling for external standards which relate to moral laws.

As their imaginations are developing, class 3 children tend to think of “What ifs?” The old testament stories give them substantial material on which their imaginations can develop, leading to a wrestling with fundamental moral ideas. This conflict and questioning of authority supports the inner development of the child, who is at this stage starting, perhaps for the first time, to question the authority of those around him/her.

The class 3 child goes out into nature in a more methodical and practical way than before, they become more capable of sustained physical effort. They also become capable of more sustained interest in plants and animals. To build on these areas, the class 3 curriculum includes main lesson blocks on Farming, Forestry, Building and traditional crafts.

In literacy, naming, doing and describing words are given their proper names (grammar), and this awakens a living rational thought of the qualitative differences of these words. With the introduction of cursive script, the emphasis is placed on neat, well balanced and legible writing. As in classes 1 and 2, the stories in Class 3 give rise to the content for the pupils’ writing.

In numeracy, rhythmical working with times tables continues, the class should be able to recite their times tables as a whole and as individuals. There is also a move from horizontal sums to vertical sums, this move prepares the children for the introduction of long multiplication and division.

In music, now taught by a subject teacher, the children are able to hold singing in rounds, as they feel themselves separate from the whole, and this also gives them a feeling for harmony.

Form drawing also continues in class 3, with forms connected to the times tables and forms that support the child’s developing cursive writing.

Summary of typical themes for Class 3 main lesson blocks: Old testament/Creation, maths (vertical sums, times tables, multiplication/division) with the themes of time, farming, measurement, old testament, building, trades & occupations.

School trip is camping for 3/5 days on a farm (Plawhatch) experiencing animal husbandry etc.

5.4 Class 4

In many ways, the class 4 child feels very much separated from any of the security and comforts that previously were supportive and is looking for reassurance in their surroundings, and how they stand in relationship to what is around them. They are also looking for a sense of balance, and this balance is itself evident in the number four itself, the four winds, the four elements and the four seasons. It is within the sense of four, in the midst of separateness and defiance, that is at the very heart of the class 4 curriculum. Wider perspectives are introduced through a local Geography main lesson block, encouraging the children to look at the world beyond school and the home environment. Wider perspective is also gained through the Man & Animal main lesson block, where by studying the archetypal characteristics of animals, the students can look to see how they correspond to different aspects of the human being, but also as to how they are different and separate as well.

Stories from Norse mythology are told in class 4. These ‘half-gods’, with their love for the world alongside their very human faults and frailty, perform deeds of sacrifice and struggle against the giants who wish to destroy the world. They are there to look up to, to emulate, to laugh at and respect. They may complete miraculous feats and yet their human qualities, the emotions, the struggles and the confrontations encourage admiration and empathy within the children. Often a class play is performed using one of these stories.

In numeracy, with the introduction of fractions, there is a continuation of the theme of breaking the whole into parts, also the arithmetic skills that were learnt in class 3 are brought back and the child’s skill level developed. Long division and multiplication are introduced.

Within the curriculum there is order to balance disorder; form drawing becomes very rule-based and rigorous, based on Celtic knot work and interweave.

Summary of typical themes for Class 4 main lesson blocks: Human and Animal(science), local geography, Norse myths, fractions, long division and multiplication, mental arithmetic and English grammar.

School trip is the Green Chain walks

5.5 Class 5

Class 5 is, in many ways, the movement toward the heart of childhood and harmony. Due to their recent gain in consciousness, they have become comfortable in being an isolated self, seeing the world in a new perspective. However, like the class 3 child, the class 5 child is about to leave behind another phase of childhood and to enter a new threshold of experience. The curriculum must, therefore, not only build on the foundations that have been laid in the earlier years but introduce certain new elements to prepare them for their next step.

History has until now been taught in a pictorial and personal way, but due to the development of their thinking, history becomes a special main lesson subject, as does geography. History, through the stories of ancient mythologies, tells of mankind's deeds and strivings, and this stirs the child to a more intense experience of their own humanity. Geography does exactly the opposite; it leads them away from themselves out into the ever wider spaces, the familiar to the unfamiliar. History brings the child to himself: geography brings the child into the world.

Ancient history in class 5 charts the development of the human being, from dreamers, to tillers of the soil through to the first written languages, these areas are brought to life through the stories of the ancient Indians, ancient Persia, ancient Mesopotamia, ancient Egypt, and through to Ancient Greece. Often a class play is performed connected to one of these.

In geography, the children look at the geography of the British Isles, studying the similarities and differences of the countries and cultures that are within its borders. As a continuation of their study of the living earth, Class 5 begin botany, they start by looking at the vegetation that grows within the British Isles and gradually move outwards.

Building on the form drawing that was taught in the previous years, freehand geometry is introduced. The fractions that were introduced in class 4 are reawakened and their skills are developed, and decimal fractions are introduced, these two areas are the main focus of maths in class 5.

Woodwork is a new subject lesson for the class 5 child, encouraging development of the will forces.

In games lessons, physical challenges are introduced which require the children to start using their muscles to move their heavier bodies; timed runs, wrestling, javelin, discus, high and long jump are also introduced for the first time; these activities help to bring inner discipline. The highlight of the games curriculum is the class 5 Olympics, this is based on the Greek Pentathlon, where grace, beauty, form and sportsmanship are celebrated alongside individual achievements.

Summary of typical themes for Class 5 main lesson blocks: Botany, numeracy (fractions, geometric drawings), the mythology of Ancient India, Babylon, Persia, Egypt and Greece, UK geography, and the Olympics

School Trip is camping and taking part in a Greek Olympic event.

5.6 Class 6

The Class 6 child is ready to take firm and intentional steps into the world. As the children approach twelve, changes begin to happen in their physical body, one of the most subtle is the hardening of the bones.

In class 6 the history curriculum follows the transition from ancient to modern history. The pupil studies Alexander the Great, the rise and fall of Greece, the rise and fall of Rome, and the effects of these two great cultures on European civilization up to the middle ages. The Roman epoch epitomises in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. In light of the accomplishments of the Roman Empire, the class 6 child is given a feeling of "I can do anything!" They also draw up their own class 'laws' mirroring those of the state.

There is a hardening of the body through the development of muscles and a loss of naivety which starts to occur. The emergent challenge to authority of this age group is matched with the regimentation of the Romans. The children experience the Romans' determination to conquer the world, but they learn that this is only possible through laws, discipline and by following rules. Debating is introduced in class 6 to allow the children to present and defend particular views, thus helping them find forms for their own growing opinions and to help make sense of their world.

In maths, the children make a study of economics in a block on business maths, showing how another kind of order has been brought to the world. This business maths block is also placed into the practical world, with the children harvesting and selling the produce from the garden. Also in maths the children will be taught percentages, block graphs, pictographs and ratios. In geometry, the children move from freehand to constructed geometric shapes, families of geometric figures are constructed and studied for the numerical laws they embody.

For the first time science is introduced as a stand alone main lesson, with introductions into Physics and Chemistry. In Physics, the children are introduced to acoustic phenomena, light and magnetism. In acoustics, the children start by looking at their own voices, using tone and speech, such as observing how music is made. To experiment with sound phenomena of other kinds. In optics, the class will look at light and colour, with each being studied for their unique qualities. Experiments take place with artificial light and shadows in the classroom. In magnetism, the children discover through experimentation how this invisible force behaves.

Chemistry is taught through Geology, looking at the structure of the earth, this moves on from the botany studies of class 5 onto the study of the different rocks, and how they are formed, alongside minerals, metals, gems and crystals.

Mirroring the intentional stepping out into the world, Geography moves onto European geography. This main lesson is supplemented by individual child projects looking into the culture of their given country as well as its physical qualities.

The shadows, landscapes and colour contrasts are taken up in painting. Handwork relates to form, and knitting on four needles is introduced.

English continues with more emphasis on grammar and the children begin to write their own creative pieces.

Summary of typical themes for Class 6 main lesson blocks: Physics (acoustics, optics, and magnetism), numeracy (business maths, percentages, ratios, graphs & geometry), Chemistry (geology), European Geography, History (Greece and the Romans), Geometry (shape construction), and Drama.

School trip is based on Geology and Roman/Celtic history. It is a week away at Hadrian's Wall and an astronomy trip to observe the stars

5.7 Class 7

The theme of class 7 is the Age of Discovery, moving through the Renaissance period and on to the beginning of Revolutions. The transformation which is occurring in the curriculum matches the transformation taking place in the class.

The majority of pupils are now in adolescence; they see the world differently and their bodies are different. In small bursts, there is an awakening of their intellect and as they look at the world in a different way in their changing bodies, there is a change in perspective. They notice the social environment and the cultural influence of the world a lot more than previously. They are less willing to accept things, but have a belief that they can do something to change the world.

In art classes or as a main lesson block, and linked to the Renaissance, pupils learn to do perspective drawings as well as copying some of the work of the great masters.

Themes for class 7 : The Age of Discovery, Physics (mechanics), Biology (Health and nutrition, digestive and respiratory, and reproductive systems), Maths (algebra, Pythagoras Theorem, pi and circles, revisit percentages, ratios), Geography (a chosen continent in depth), Renaissance History, English (creative writing with 'Wish, wonder and surprise'), Astronomy, Meteorology, drama.

School trips involve the lime kiln experience and there may be astronomy trips and camping.

5.8 Class 8

In Class 8 the pupils are starting to look at and question the outside world and starting to 'play' with it, taking different perspectives, trying on different emotions, testing out this new emergent faculty that comes with puberty and adulthood.

The American Revolution is studied as rich content for how change can be brought about, leading to more independence and a personal sense of responsibility (self-governance). Around this time, pupils are asked to complete a class 8 project, their first independent project and the pupils are encouraged to be more self-governing as the teacher steps back to allow space for pupils to be independent, both socially and in their work. The Class 8 curriculum also covers the French Revolution to see the contrast of how a Revolution can also bring about change, but not necessarily the change that was intended.

The history curriculum in class 8 is a continuation of the studies of revolutions, usually with emphasis on the Industrial revolution and the wider consequences of it – poverty, pollution and the era of capitalism for example. This leads on to further studies of the Russian revolution, communism and the events that led up to the First World War.

In geography, they study the rhythm and order of the oceans and continents, climate zones, sea currents, weather systems, and their inherent unpredictability, which finds a resonance with the inner chaos of the young people's own emotions.

Another biographical, and geographical study is that of Captain Cook and the impact European explorers had on indigenous people. This allows the students to look at different cultures and

different cultural perspectives. Underlying these studies are themes of how to 'be' without dominating, but instead accepting, others.

In written work, pupils are being asked to evidence their writing . "If you're going to say something, say why you think that..."

Summary of typical themes for Class 8 main lesson blocks: English (poetry, short story, civil rights movement), textiles, science , drama (including a thorough production, usually of Shakespeare), maths (pattern in number), history (American, French & Industrial revolutions) and photography. Physics (Electricity), Chemistry (food substances & digestion) Biology (Anatomy and the Skeleton), Maths (Platonic Solids),

School trips are usually for 2-3 weeks and take place in Europe. This may include voluntary work, visiting other Steiner Schools, experiencing other cultures etc.

5.9 Assessment for Classes 1 -8:

Pupils are assessed on an on-going basis by the Class teacher and subject teachers. These regular assessments are complemented by annual screenings supervised by the Educational support team. Class 8 projects prepare the students for the rigour and independence required in the Upper school.

6. Upper School

6.1 Class 9

In lower school, there was a focus mostly on European history and geography, whereas in Upper school the student's viewpoint slowly broadened out to incorporate more global issues.

Biographical studies of Gandhi and Desmond Tutu for example can offer students a deeper understanding of such issues, and provide examples of subtler revolutions that perhaps question the west and propose alternative ways of being.

The curriculum of class 9 continues mirroring the students' picture of the world into the black and white of polarities. At this age, pupils are forming strong opinions and they start to see the world in very black and white terms. They see parents as good or bad, teachers as right or wrong, and make judgments that are often based upon an emotional response or on what they have heard other adults that they look up to say. They may also be heard exploring, often fantastical ideas about what they want to become in the future - an astronaut, a sniper, a brain surgeon. Emotionally, the pupils are also in a place of polarity, being either very 'up' or 'down'.

In geography, the world is looked at in a very solid physical way, by going into the earth's inner core, looking right through at its layers and the movement of the surface layers and the resultant earthquakes and volcanoes.

Summary of typical themes for Class 9 main lesson blocks: English (Dickens, literature from other cultures, tragedy to comedy) Social Science (alternative contemporary cultures, e.g. Brazil), Human biology, Physics (mechanics), Chemistry, History of Drama, History of Art, History (the Enlightenment following the Renaissance and industrial revolution), Geology (formation of the earth), earth processes, Maths (bodmas, probability, Pascal's triangle, binomial coefficients, algebra, logarithms and exponentials). history of art

6.2 Class 10

At this point, the curriculum takes a step right the way back to the birth of consciousness and the dawning of humanity, to a time before things were written down or recorded. Everything the

students have 'dreamed through' in lower school right from fairy tales and fables, to the revolutions of modern history, they now go back in time and 'think through' these phases, recapitulating this journey.

By the end of class 10 and moving into class 11, whilst still quite subjective and not able to make independent judgments, the emerging adults are not so reactionary as previously and are less outwardly emotive. They are starting to develop intellect and the ability to reason; their inner life is beginning to develop as they are becoming increasingly able to look at themselves and move towards a greater level of objectivity and self-knowledge.

In English the students study the emergence of literature from the roots of myth. Starting with Creation stories and oral texts such as the Kalevala through to Greek myths and finally ending with Gawain and the Green knight and the tale of "The Handless Maiden". Many of the tales illustrate the fact that cleverness does not necessarily mean intelligence, or that self and social knowledge are not found by intellectual understanding alone. The archetype of the hero is explored through lively discussion and essay writing.

The students then turn their attention to the study of Anthropology and Ancient History looking at the evolutionary phases of man through to the development of cultures and civilizations from Mesolithic to sophisticated societies.

In Biology the students study embryology as another Main lesson that relates to the theme of where we have come from. In this main lesson the study of the male and female, responsibilities and relationships are explored, all of which support the students' age and stage of development.

At this stage, pupils in the school enrol to study for the NZCSE (New Zealand Cert. of Steiner Education), which at Level 1 offers full and broad learning outcomes based on the Steiner Waldorf curriculum. The NZCSE is structured so that there are no opt-out choices for pupils in Level 1.

Summary of typical themes for Class 10 main lesson blocks: business maths, biology, physics (mechanics), social science, English (Chaucer & Odyssey), Trigonometry and Surveying, History of Art, Ecology, Anthropology and Ancient History, Outdoor Science, Embryology

School trips include London art galleries trip and 2 weeks camping on the North Cornwall coast, studying a bay holistically.

6.3 Class 11

At this stage, the young adults are starting to develop a deep inner life as well as a maturing intellect. In support of this, the underlying themes for class 11 and 12 are about morality and thinking....the development of an understanding that whilst rational thought is important, there has to be a thread of morality coming through in order to be of service to others.

The classic Main Lesson text for this year group is that of Parzifal, whereby the knight learns through a long journey (a search for the Grail) that it's not enough to know what to do, that you have to be informed by feeling and then be prepared to make a decision: "What is the right thing for me to do?"

In the Bothmer movement curriculum for example, the Walk in Symmetry is a physical expression of how we need to walk through life acknowledging the different points of view, in search of a path that is straight and true. At this stage, pupils in the school may enrol to study for the NZCSE, which at Level 2 offers full and broad learning outcomes based on the Steiner Waldorf curriculum. In this year also, students can take up extension courses to allow for deepening the students' learning in areas of particular interest.

Summary of typical themes for Class 11 main lesson blocks: English (Parzival, romantic poetry, persuasive speech, creative writing), Social sciences (Anthropology, Middle East politics), Biology (plants & cell biology), Ecology, Physics (waves, light, heat, electricity and magnetism), Chemistry (elements, substances structure, atomic theory), Maths (Geometry, statistics, calculus, algebra, trigonometry), practical art & craft, and drama, trips and work experience.

School trips include a Wilderness Trip which takes place immediately at the conclusion of the Parzival main lesson. It will allow the students to have the experience of being alone with their thoughts, their ideas and their ideals for their futures etc. The students will be shipped off separately, with maps and basic supplies (a potato and equipment) etc. and are asked to find a specific location (e.g. Tintagel). They will be sleeping alone on Dartmoor for one night, supervised remotely.

6.4 Class 12

In their final year of school, everything starts to come together. The word that best describes the pupils in this year of their studies is "synthesis". There is a noticeable integration of the pupils' learning journey as they start to be able to make independent and objective judgments. They start to ask questions: "What's my task in the world? What is my path?"

Although in the final year of school, pupils use their developing judgement and make choices about what skills and subjects they wish to specialise in, there are a number of compulsory areas of study. These 'core' subjects help to ensure ongoing social cohesion within the class, as well as bringing a sense of conclusion to their school-based education. Examples of this include main lesson blocks (3/4 weeks of thematic studies) such as a study of Human biological evolution, current political affairs, philosophy, World literature, Development studies and architecture. Pupils also engage in a Class 12 project of their choice, which can range in depth and breadth according to individual interest, from producing a cookery book, to crafting a musical instrument, or writing an extended research essay on a topic of interest. These projects are of such quality they often form the basis for the students' entrance to University.

Throughout the year, a range of visiting and inspirational speakers will be invited to share with the students different pathways that they may choose: charity workers from Africa, those who have set up small businesses, MP's, those working in social care, those with experience of apprenticeships.

Students of Class 12 who have successfully completed their SSC at Level 3 may apply directly to Universities through the UCAS process.

Summary of typical themes for Class 12 main lesson blocks: Human Biological evolution/Zoology, projective geometry, Architecture, Philosophy, Modern History/symptomatology (fall of the Berlin wall, communism), English: Goethe's Faust, Modern World Literature, Mathematics (differential & integral calculus, algebra, trigonometry, statistics), physics (the study of the nature of light, optics, quantum physics), Drama, practical art, soft & hard crafts are continued with focus on design: form and function, social practical field trips.

School trip includes a trip out of Europe. We are currently planning a trip to India to engage with NGO work and foster the interest of our students in art and textiles. According to the Steiner Waldorf Curriculum, the Class 12 trip has been an Art History related trip to Rome or similar, immersing the young people in the cradle of European culture which, at our school, is happening earlier.

6.5 Upper School Assessments

In Class 9 these are managed by the individual specialist teachers in each area of the curriculum with a view to developing the standards necessary during the NZCSE.

Assessments from Classes 10 - 12 are implemented by the individual subject teachers regularly during each block. Further formal assessments are conducted through the completion of specific Learning Outcomes (LOs) in each subject area in each of these specific year groups in the Upper School in conjunction with the Steiner Waldorf School's qualification NZCSE.

7. Further information, advice and guidance

- Overview of NZCSE
- NZCSE BOOKLETS - Level 1 /Level 2/ Level 3
These booklets contain all the Learning Outcomes for the curriculum areas covered in Class 10, Class 11 and Class 12 respectively.
- Steiner Waldorf Schools Fellowship <http://www.steinerwaldorf.org/>
- Steiner Education Development Trust (QA for the NZCSE) <https://sedt.co.nz/>
- Guidance on School Traditions, Festivals and Events
http://www.southdevonsteinerschool.org/uploads/5/8/8/7/58878259/sdss_guidance_on_school_traditions_festivals_and_events_2017.pdf

8. Compliance

Independent school standards, December 2014

https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf

9. References

Waldorf School Chart - Reprinted in this document and available on our website
<https://www.greenwichsteinerschool.org.uk/curriculum-chart>