



Curriculum Policy

Policy Owner:	Director of Studies
Formally Endorsed By:	Council of Trustees
Endorsement Date:	September 2025
Next Review Date:	July 2027

Human connection in all we do

AIMS

The primary aim of Steiner Waldorf Education is, through the curriculum and pedagogy, to support children in becoming free, creative, independent and moral individuals who are able of themselves to impart purpose and meaning to their own lives, and be able to contribute in unique ways to the society in which they live.

Educating the Whole Child

The school understands the importance of a balanced and wide-ranging curriculum for all pupils that provides rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding, skills and experiences that encourage each child's intellectual, social, cultural, emotional, spiritual, moral and physical growth and thus holistic wellbeing.

Continuity

The Curriculum Framework promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

Child Development

Our curriculum is focused around the developmental stages of each year group and within the curriculum, teachers ensure that the ages, abilities and needs of *all* pupils are met, and where necessary we are committed to working with other agencies, where appropriate, to achieve this (e.g. through an EHCP).

Individuality

At Michael Hall we celebrate and recognise the unique nature of each individual child. We work with each child's individual strength and interest to develop their self-confidence, courage for exploration and questioning and ability to work collaboratively.

The aim of the curriculum at Michael Hall is to enable students to:

- Progress with confidence to the next stage of their life and education, through a process which encourages engagement in lifelong learning, acquiring the study skills necessary to realise individual learning potential.
- Appreciate the complex human interaction with, and dependence upon, local and global ecology, and develop a caring and responsible attitude towards the environment
- Make a constructive contribution to society, developing a sense of personal and cultural identity that is confident, open to change and receptive and respectful to others
- Develop individual ideas, become receptive to new ideas and make independent and informed decisions.
- Move into adult life with a knowledge of personal strengths and weaknesses, with a wish to develop the former and work on the latter
- Develop and sustain an active and healthy lifestyle
- Develop the key skills of literacy, numeracy and ICT in addition to cultural, musical and artistic skills.

- Acquire an understanding of the global social, economic and political issues of their world and an appreciation and growing understanding of the interdependence of individuals, groups and nations
- Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits, and experience a sense of personal achievement in these fields.

2. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the [Independent School Standards](#), which all independent schools in England must meet.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). As a Steiner Waldorf School we have exemptions from aspects of the EYFS.

3. ROLES AND RESPONSIBILITIES

3.1 The trustees of the school

The trustees will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school teaches a 'broad and balanced curriculum' which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; and also includes personal, social, health and economic education
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school is exempt from statutory assessments such as the Reception Baseline Assessment, the EYFSP, Phonics Screening and KS1 and 2 SATS.
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 The Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing trustees
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trustees are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

4. ORGANISATION AND PLANNING

Full details of our Curriculum can be found in our separate Curriculum Framework document.

Main Lesson

From Class 1 the emphasis is on developing pupils 'artistic expression and social capacities to foster creative and analytical modes of understanding. The core subjects of the curriculum are delivered in the Main Lesson, up to a two-hour lesson at the beginning of each day that focuses on one topic continuously for usually three weeks. This develops the habit of sustained concentration on one topic, both over the two- hour period and over the three weeks and allows in-depth exploration. The Main Lesson contains a wide range of activities and ways of engaging with the subject. Main Lesson is taught from Classes 1-12. Main Lessons include Humanities, Science, Maths and English. Maths and English practice lessons occur weekly from Classes 1-8.

Modern Foreign Languages

From Class 1 onwards, children learn a wide range of German and French vocabulary and short phrases through songs, verses, poems, recitation, games and cultural activities. The written language is introduced towards the end of Class 3 or beginning of Class 4 where pupils also begin to gain an understanding of the grammar, spelling, phonics and structure of the language.

Eurythmy

Eurythmy is an art of movement that engages the whole human being. It aims to harmonise the child physical well-being with their feelings or emotions. Regular eurythmy practice lessons help children to become more coordinated, graceful and alert and to be more at ease with themselves. In the eurythmy lesson the children move to poetry, prose text and live instrumental music and this experience deepens their aesthetic appreciation of literature and music and complements other aspects of the curriculum. Eurythmy also requires the children to work in groups which develops spatial awareness and a capacity to sense the movements of the group as a whole, while also concentrating on their own movement.

Physical Education

There is both integrated and discrete physical education. Integrated physical education includes the movement exercises that come at the beginning of Main Lesson to help the pupils to settle their focus for learning. The use of rhythm and movement may come into many lessons, such as maths where pupils, for example may throw and catch beanbags as they recite times tables, or a foreign language, where pupils might follow a sequence of movements when learning parts of the body.

Weekly Gym lessons include a wide range of team games. In the younger classes games are always introduced with a story so that the physical activity has an imaginative focus. Around Class 5 the ancient Greek Olympic events are introduced: running, jumping, discus and javelin. Ball games are introduced with rules tailored to the age group. From Class 7 to

Class 10, there is a more formal games programme, which introduces the pupils to a broad range of activities including: hockey, badminton, swimming, volleyball and basketball as well as some athletics and gymnastics.

The Natural Environment

The curriculum respects the restorative benefits of the natural world and the outdoor programme includes land work, farming, and a range of science main lessons, field trips, as well as well-planned outdoor spaces for playing, and opportunities to hold lessons in outdoor classrooms.

Music

Music is taught in an integrated way and as a separate subject. Singing and recorder playing is used in a wide variety of contexts and all children sing daily. In the weekly music lessons from Class 3, all pupils learn musical notation and pupils have the opportunity to learn other musical instruments via peripatetic teachers.

Art

Art is taught in an integrated way and as a separate subject. Artistic work is an integral part of the Main Lesson and in a wide variety of contexts. Pupils have opportunities to learn a wide range of art techniques in weekly art lessons.

Handwork and Crafts

Handwork is an integral part of the curriculum for all children from Class 1 to Class 8. It provides a balancing element to the intellectual activities experienced elsewhere in the curriculum and is designed to aid the harmonious development of the child. Examples of Handwork skills that are taught in the weekly lesson include sewing, knitting, crochet, weaving, tailoring, dyeing and felting, with importance placed on the use of high quality, beautiful and natural materials in order to enhance the artistic and creative development of the child.

As well as practical activities guided by the class teacher, such modelling and painting, pupils are also taught various crafts in other subject based lessons. From Class 1 to Class 8 a weekly Handwork lesson gives each child the opportunity to develop a range of skills, such

as knitting, sewing, weaving and crochet. From Class 6 all pupils begin to learn specialist crafts and this is continued wherever possible into the Upper School. Examples of crafts taught are: woodwork, wood carving, stone carving, green woodworking, metal work (and the use of a forge), ceramics (and the use of the wheel and kiln), textiles, bookbinding, basket weaving.

PSHE

PSHE is taught weekly in all classes as outlined in our PSHE policy.

UPPER SCHOOL

In addition to the above, students are prepared for public examinations at the appropriate stage of education:

GCSE in Classes 9 and 10

- This consists of a compulsory core of English Language; Mathematics; Science (either Double or Triple)
- Options consisting of a choice of one or two from Geography and History, a Modern Foreign Language and Art and Design.

A Level and EPQ in Classes 11 and 12

Students have a choice of A-levels and choose a minimum of 2 with an option of an EPQ in addition.

5. INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. MONITORING ARRANGEMENTS

Trustees monitor compliance with the Independent School Standards 1, 2 and 5, and compliance with other statutory requirements through:

- Meetings of the Education sub-committee
- Learning walks accompanying senior leaders to observe learning
- Moderation meetings working from other trustees within the Fellowship.
- Early Childhood, Lower and Upper School Heads monitor teaching throughout the school through faculty meetings, meetings with teachers, learning walks and one to one student/class progress meetings.

- The school will routinely conduct observations of learning and progress (Quality Assurance) in learning walks (drop in) book/work scrutinies and lesson observations etc.
- This policy will be reviewed every year by the Educations sub-committee, the review of the policy will be shared with the full trustee board.

7. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Curriculum Framework
- Literacy Policy
- Literacy Framework
- Numeracy Framework
- Special Educational Needs and Disability
- Inclusion
- Equality