



Curriculum Policy

Policy owner	Head Teacher	January 2026
Formally endorsed by	Trustees	January 2026
Review		November 2028

1. Values

- Community
- Compassion
- Curiosity
- Responsibility

2. Mission Statement

Our mission is to educate the whole child in a healthy and balanced manner, developing their physical, emotional and intellectual capacities through an age – appropriate, creative curriculum in an inclusive environment. We aim to support the spiritual, moral, social and cultural development of each child and provide them with the tools to successfully pursue their chosen path in life and play a positive role in the world's future.

As a non-selective and non-denominational school, we celebrate children of all academic backgrounds and welcome those of every religion and of none.

3. Ethos

We are a welcoming school dedicated to holistic, child-centred education. Our creative and experiential "head, heart, hand" curriculum is delivered with artistry and care, embracing the belief that education is a journey, not a race. We celebrate diversity and cultivate reverence for self, others, and the environment in every aspect of school life.

4. Curriculum Aims

The curriculum at St Paul's Waldorf School aims to:

- Enable each child's potential to unfold naturally within a warm, encouraging and intellectually rigorous yet unpressurised learning environment
- Provide a broad and balanced curriculum that fosters curiosity, creativity and a lifelong love of learning
- Support children's gradual progression from play-based learning in Kindergarten through Classes I–VIII, preparing pupils for transition into the next stage of their education, vocational pathways or further study, including GCSEs
- Develop resilience, confidence, independence of thought and a willingness to question
- Equip pupils with rich cultural capital, practical competence and adaptability for future education, training and employment
- Promote spiritual, moral, social and cultural development and prepare pupils to participate actively and responsibly in modern British society

5. Legislative Framework and Compliance

This policy reflects the requirements of the **Independent School Standards Regulations** and ensures that all pupils receive a broad and balanced curriculum that promotes progress in the following areas:

- Linguistic – Literacy and reading, English literature and language, French, Recitation and Drama
- Mathematical – Maths and Geometry
- Scientific – Home surroundings, Farming, Nature and Land study, Human and Animal, Botany, Geology, Physics, Chemistry, Physiology, Anatomy, Astronomy and Meteorology

- Technological – Handwork, Woodwork, Nature and Land study, Blacksmithing, IT
- Human and social – SMSC and PSHE, Geography and History
- Physical – Movement as warm-up activities, Games and Eurythmy
- Aesthetic and creative – Painting, Art, Formdrawing, Drawing, Eurythmy, Music, Drama
- Speaking, listening, literacy and numeracy – Oracy in Recall, Class plays, Drama, Project presentations, Assemblies, School council and Circle time, BSL

Kindergarten curriculum: Waldorf UK Kindergarten curriculum comparison mapping:

Kindergarten curriculum	EYFS	Independent Standards/statutory requirements	School
CLL: Communication, language and literacy	Communication and language, literacy	Linguistic education	
PSER: Personal, social, emotional and relationships	Personal, social and emotional development	Personal, social and health education (PSHE), RSE, Spiritual, moral, social and cultural (SMSC)	
PD: Physical development	Physical development	Physical education	
HW: Health and well being	Physical development, Personal social and emotional development	PSHE, Physical education	
M: Mathematics	Mathematics	Mathematical education	
ST: Science and technology	Understanding the world	Scientific education	
HS: Human and societal	Understanding the world	Human and social education	
CA: Creative and aesthetic	Expressive arts and design	Creative and aesthetic education	
CEL: Characteristics of effective learning	Characteristics of effective learning		

For children below compulsory school age, the curriculum reflects the **Early Years Foundation Stage (EYFS)** statutory framework, with approved Steiner Waldorf exemptions where applicable.

The curriculum is designed to meet pupils' ages, aptitudes and needs, including those with **Special Educational Needs and/or Disabilities (SEND)** and pupils with **English as an Additional Language (EAL)**, in line with the **Equality Act 2010**.

The policy also supports statutory expectations relating to:

- Spiritual, Moral, Social and Cultural (SMSC) development and British Values
- Personal, Social, Health and Economic education (PSHE)
- Relationships and Sex Education (RSE)
- Careers education and transition guidance
- Assessment policy

The Curriculum policy should be read in conjunction with those policies.

6. The Waldorf Curriculum Framework

Our curriculum is based on the international Waldorf Curriculum. St Paul's Steiner School follows the **Waldorf UK Curriculum Framework**, introduced in 2021, which enables contemporary curriculum development while remaining faithful to Rudolf Steiner's original educational principles. The framework operates on three interconnected levels:

Macro Level

Age-appropriate developmental themes and generative principles that guide the curriculum from Kindergarten through Class VIII.

Meso Level

Nationally agreed curriculum content developed collaboratively by Waldorf schools in the UK.

Micro Level

Individual teacher planning, drawing from Macro and Meso guidance to meet the specific needs of each class and cohort.

The Art of Teaching

Teachers are supported through Waldorf UK guidance on age-appropriate learning opportunities, teaching methods, resources and regulatory alignment. This ensures consistency and quality while preserving teacher autonomy and responsiveness to pupils.

This can be found on the website in the CURRICULUM section of 'YOUR CHILD'S JOURNEY'.

7. Curriculum Organisation and Delivery

Kindergarten:

Kindergarten follows a daily rhythm of play and activities both indoors and outdoors, in all weathers. Two groups spend the first part of their morning outside then come inside. The other two groups start inside then go outside.

The first period of play and activities is followed by tidying up together then a ringtime led by the teacher where the children follow and imitate songs and verses with movement. A light snack follows.

The second period of play and activities is followed by tidying up together, then listening to a story, which is for some weeks accompanied by a puppet show.

Lunch follows and then at 1.15pm hometime for some and transition to the Orchard group for others.

Orchard group afternoon sessions begin at 1.30pm with play and activities indoors and outdoors, followed by tidying up, a light snack and story. Hometime is at 3.30pm and transition to After school club for some.

After school club 3.30-5.30pm. Restful play, activities, stories and snack. Children can be collected at any time.

Sunflower group - once per week for the sun children (K5). They are brought together with peers from another kindergarten and experience further challenge through activities, movement, crafts and stories directed to their stage of development.

Sunshine group - one afternoon per week in the summer term. Sun children (K5) are brought together with children from another kindergarten for play, games, special craft projects and stories or Eurythmy tailored to their stage of development.

School classes Class I-VIII:

Main Lessons

Each school day begins with a two-hour main lesson, creating rhythm, continuity and depth of learning. Main lessons are taught in thematic blocks lasting two to four weeks and integrate academic, artistic and practical elements. Learning is recorded in pupils' main lesson books, evidencing progress over time.

Subject Lessons

Following break times, pupils participate in subject lessons led by class teachers and specialist teachers. These 40-minute lessons provide regular practice and skills development across the curriculum.

The class teachers are teaching the practice lessons.

Specialist Teaching

Specialist teaching includes French, British Sign Language (BSL), Eurythmy, Music, Handwork, Woodwork, Gardening, Games (PE), Drama, Maths and Sciences (in Middle School), supporting breadth, expertise and progression.

8. Curriculum Structure by Phase

Early Years (Kindergarten)

Children aged 3–6 learn through imitation, play and meaningful activity within a carefully structured rhythm. Learning is experiential and holistic, supporting physical, emotional, social and cognitive development. Formal literacy and numeracy are introduced in Class I but foundational pre-literacy and pre-numeracy skills are laid in kindergarten.

Lower School (Classes I–III)

The curriculum emphasises numeracy, literacy and oracy through storytelling, movement, artistic activity and practical experience. Literacy follows the Sound-write programme. Integrated "Home Surroundings" blocks introduce science, humanities and technology in age-appropriate ways. Weekly walks and circle time support wellbeing and Personal, Social, Health and Economic education.

Upper Lower School (Classes IV–V)

Academic rigour increases, with discrete English and mathematics blocks alongside science and humanities taught through mythology, history, geography and human, animal and plant biology. Craft and practical subjects strengthen perseverance, coordination and problem-solving.

Middle School (Classes VI–VIII)

The curriculum deepens in academic challenge and subject specialism. Pupils engage with some KS3-aligned materials whilst continuing to receive a holistic education which values meaning making knowledge, art and craft-based learning, practical science, literature, drama and structured PSHE. Leadership opportunities, careers education and transition guidance prepare pupils for further education and future pathways.

9. Assessment and Progress

Kindergarten progress is tracked through starting points assessments for new children, and biannual summative assessments.

Assessment at St Paul's Steiner School is predominantly **formative** and continuous. Teachers use observation, dialogue, questioning and review of pupils' work to inform planning and support progress. Progress is evaluated in relation to individual starting points. Formal grading is not used; assessment is descriptive, developmental and purposeful.

We are also tracking progress through standardised WRAT tests at the beginning of the year and again in February. This forms the basis for Pupil progress meetings with head teacher and SENDCO and Inclusion lead and other members of the Teaching & Learning group.

10. Inclusion and Equality

The curriculum is accessible to all pupils. Teachers set high expectations and plan challenging, supportive learning for:

- Pupils with SEND
- Pupils with EAL
- Pupils with high prior attainment
- Pupils requiring additional support

Reasonable adjustments are made to ensure full participation and achievement. Further guidance is provided in the SEND Policy and Accessibility Plan.

11. English as an Additional Language (EAL)

Children with English as an additional language (EAL) are defined as those who speak another language at home other than English. Pupils with EAL are on the EAL register, taking data from admissions and SIMS. At St Paul's Waldorf School a high percentage of pupils are bilingual, and some are trilingual, whilst being fluent in English. Most children who arrive with no English will pick up the language through immersion with some in-class adjustments. When acquisition is slow further adjustments are made to aid progression. Key skills are tracked through WRAT screening and teacher led, formative assessment. In rare instances EAL interventions are provided in school and advice to find tutoring outside school is given.

Home languages and various cultural festivals are celebrated throughout the school. Whitsun is the diverse languages and peace focused festival.

See separate policy

12. Careers Education and Transition Guidance

Careers education is embedded throughout the curriculum in age-appropriate ways. In Middle school an annual Careers Day is held to provide independent and impartial guidance. In Class VIII, structured guidance supports informed decision-making about transition into mainstream schooling, vocational training or alternative pathways.

See separate policy

13. Relationships and sex education (RSE)

See separate policy

14. SMSC and British values

See separate policy

15. Roles and Responsibilities

Trustees

The Trustees monitor curriculum effectiveness, ensure statutory compliance and hold the Head Teacher to account for implementation.

Head Teacher

The Head Teacher ensures curriculum coherence, adequate curriculum time, appropriate assessment arrangements and inclusive provision for all pupils.

SENDCo and Inclusion Lead

The school SENDCo is responsible for evaluation of school summative assessment data together with feedback from teachers and observation, to manage the co-ordination of SEND provision.

Early Childhood Manager

Early Childhood Manager is responsible for curriculum development in the kindergartens, and evaluation and moderation of kindergarten summative assessment data.

Teaching Staff

Teachers are responsible for implementing the curriculum in accordance with this policy and ensuring progress for all pupils.

16. Monitoring and Review

Curriculum implementation is monitored through:

- Lesson observations and learning walks
- Planning scrutiny and work reviews
- Pupil progress meetings
- Pupil and parent voice
- Head Teacher reports to Trustees

This policy is reviewed annually by the College and Teaching and Learning Group and shared with Trustees.

17. Related Policies and Documents

- Waldorf UK Curriculum Framework and Art of Teaching
- Accessibility Plan
- SEND Policy
- EAL Policy
- Waldorf UK Early childhood curriculum
- St Paul's Waldorf School Early Childhood Curriculum (new)
- EYFS Exemptions and Modifications Document
- Early Childhood Assessment and Planning policy
- School Assessment policy
- Spiritual, Moral, Social and Cultural (SMSC) development and British Values
- Personal, Social, Health and Economic education (PSHE)
- Relationships and Sex Education (RSE)
- Careers education and transition guidance

Appendix 1

Curriculum in short:

Kindergarten

The three year groups (K3, K4, K5) within each kindergarten are served by a play-based and meaningful activity-based seasonal curriculum, which is taught through imitation, with the teacher as example.

The curriculum encompasses the EYFS and Waldorf UK Early childhood curriculum, with exemptions and modifications to the aspects of the EYFS which do not align with our ethos (see separate exemptions document.)

The curriculum encompasses daily play, singing, guided movement at ringtime, food preparation, drawing, cleaning, story with puppetry, and weekly baking, painting, crafts, woodworking, gardening, cleaning, mending and a weekly nature walk.

In K3 as the new children settle in and learn to be in a group, the curriculum supports the development of the three prime areas of learning in the EYFS – personal, social and emotional development, physical development and communication and language development.

Once these areas are established then through K3 and K4 the curriculum also supports the development of the four secondary areas of the EYFS – Understanding the world, Mathematics, Literacy and Creative Arts and Design (noting exemptions and modifications from certain aspects, and that early literacy and mathematics is not formally taught but develops through daily life experiences, planned activities, finger games and oral literacy such as storytelling and puppet shows.)

This play-based curriculum is further expanded for the K5 year group (5-6 year olds) with additional roles and responsibilities in the kindergarten, plus special projects and planned activities extended to further stretch their skills and development.

K5 children's development is additionally met by outdoor sessions each week with curriculum focused on the development of this age group. In the summer term they attend an additional afternoon per week for transition groups with their future class one peers.

Class I

- The curriculum prioritises early literacy, numeracy and oracy through story-based, experiential learning.
- Learning is rooted in folk tales and frame stories that support phonological awareness and number sense.
- "Home Surroundings" integrates early science, humanities and technology through lived experience.
- Artistic, physical and practical development is promoted through form drawing, painting, Eurythmy movement and music.
- Weekly walks support wellbeing, environmental awareness and social development.
- Specialist teaching in French, British Sign Language, eurythmy broadens communication and cultural understanding.
- Handwork supports their technological understanding.
- PSHE themes are addressed through circle time and pedagogical stories.

Class II

- Literacy and numeracy skills are strengthened through fables, legends and biographies (Light bearers).

- Pupils develop increasing independence in written work and mathematical processes.
- Cross-curricular “Home Surroundings” continues to integrate science and humanities.
- Specialist teaching in French, British Sign Language, Eurythmy and Handwork
- French increases to three sessions per week, supporting language acquisition.
- Weekly walks continue to promote wellbeing and independence.
- PSHE themes support moral development and empathy.

Class III

- The curriculum reflects developmental change through thematic blocks on Farming and Building.
- Literacy is supported by stories from the Hebrew mythology.
- Numeracy becomes increasingly applied and practical.
- Specialist lessons in Music, Land and Nature and Games extend physical and cooperative skills in addition to the specialist teaching in French, British Sign Language, Eurythmy and Handwork
- Pupils demonstrate increasing independence, responsibility and confidence.
- Project Model building
- Residential trip to biodynamic farm

Upper Lower School

Class IV

- Greater academic rigour is introduced through discrete English and mathematics blocks.
- Science taught through Human and Animal biology
- Humanities through Local History and Geography.
- Literacy is enriched through Norse mythology.
- New specialist subject is woodwork
- Specialist teaching in French, BSL, Music, Handwork, Woodwork, Land and Nature, Eurythmy and Games supports technical and physical development.
- Craft subjects support perseverance and problem-solving.
- Project chosen animal
- Residential trip ‘Clay to Pot’

Class V

- Knowledge and skills are consolidated in preparation for Middle School.
- Main lesson blocks include Botany, British geography, ancient cultures and Greek history.
- Literacy and numeracy expectations increase, with greater independence required.
- Specialist teaching in French, BSL, Music, Handwork, Woodwork, Land and Nature, Eurythmy and Games supports technical and physical development.
- This is the final year of the structured five-year BSL programme.
- Class V will take part in careers fair for the first time
- Project
- Residential trip ‘Olympics’

Middle School

Class VI

- Subject-specialist teaching begins in key areas, including mathematics.
- Land and Nature studies is in its final year, now with a more scientific approach
- Specialist teaching in French, Music, Handwork, Woodwork, Eurythmy and Games supports technical and physical development.
- KS3-aligned materials ensure appropriate challenge and progression.
- Sciences include geology and physics with practical investigation.
- Humanities focus on Roman and Medieval history and European and Biome geography.
- PSHE and British Values are reinforced through weekly Middle School assemblies.
- Regular recitation strengthens oracy and confidence.
- Pupils engage in leadership opportunities through school council processes.
- Project related to the curriculum
- Residential trip related to the curriculum

Class VII

- Academic challenge deepens across all subjects.
- Sciences include Chemistry, Physics, Physiology and Astronomy.
- Humanities focus on Renaissance Europe and Tudor–Stuart Britain.
- English develops creative writing, literature and performance.
- Drama is introduced as a timetabled subject.
- Regular recitation strengthens oracy and confidence.
- Project related to the curriculum
- Residential trip related to the curriculum, often a physically challenging trip

Class VIII

- The curriculum prepares pupils for transition to further education.
- Sciences include Chemistry, Physics, Anatomy and Meteorology.
- Humanities focus on Revolutions and Modern History and World Geography.
- English emphasises literary analysis and extended writing.
- Drama culminates in performance, often drawing on Shakespeare.
- Relationship and sex education prepares the pupils for their next stage, supporting the pupils to have the awareness of sexual health support, sex and the law, consent, LGBT+
- Pupils receive structured careers education and transition guidance, supporting informed decision-making about next steps.
- Pupils demonstrate independence, responsibility and leadership.
- Project chosen by pupil, presented to audience
- Residential trip, often abroad after fundraising activities