



Learning for Life Policy  
June 2024



## Learning for Life Policy

<b>This policy will be reviewed annually</b>
Policy reviewed: July 2024 (ADT)
Next review: July 2025 (ADT)

At Wimbledon Common Prep School (WCPS), we are committed to the provision of Learning for Life for all children. This policy includes Key Stage 1 and Early Years.

The aim of our bespoke Learning for Life curriculum is for the children to develop relevant, lifelong skills about their physical and emotional wellbeing. We aim to equip the children with a toolbox of strategies to develop self-respect, empathy for others, to become well-rounded members of society and to be able to manage conflict independently.

The Learning for Life curriculum at WCPS reflects our school ethos and our shared school HEART values:

- Honesty
- Excellence
- Ambition
- Respect
- Teamwork

### Rationale

At WCPS we see the spiritual, moral, social and cultural development (SMSC) as being at the heart of the children's learning. Through our curriculum and specific teaching of Learning for Life, our school environment and school ethos, we promote the spiritual, moral, cultural, mental and physical development of all our pupils and prepare them for the opportunities, responsibilities and experiences of later life.

We develop the children's self-knowledge, self-esteem, and self-confidence within a culture of tolerance and respect for diversity. We support them in forming and maintaining satisfying relationships based on respect for themselves and others, at home, at school and in the community. We encourage them to lead a healthy lifestyle and become independent and responsible members of our community and the wider global

society. The Learning for Life programme at WCPS draws upon the key concepts outlined in the National Curriculum PSHE framework.

## Aims

The Learning for Life curriculum at WCPS covers aspects of the PSHE curriculum and RSE Guidance.

Throughout the children's time at WCPS, we aim for them to:

- To be responsible members of society who understand the importance of giving
- To show self-care and respect for others, valuing the similarities and differences between people
- To be able to manage own emotions and have strategies to resolve conflict independently
- To develop positive relationships within the school and to contribute to the wider community
- To have an awareness of social, economic, political and ecological issues
- To have an understanding of the value of money and how it is earned
- To have clarity of right versus wrong and to promote the fundamental British values of tolerance, democracy, liberty, rule of law and respect
- To develop self-confidence, self-esteem and make informed choices about personal and social issues
- To understand what constitutes a healthy lifestyle
- To recognise danger or abuse and know who to approach for support

Through ensuring the pupils' SMSC development, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

## Schemes of Work

At WCPS, we have adopted a hybrid approach to Learning for Life. The curriculum content draws on the PSHE national curriculum, RSE guidance and the values we aim to instil in each of our pupils by the time they leave the school. Our Topic and RE curriculum runs in parallel with our Learning for Life Curriculum.

Learning for Life is taught weekly for 1 hour. It is taught by the class teacher.

Learning for Life – 30 hours per academic year (approx.)

Topic – 22.5 hours per academic year (approx.)

RE – 22.5 hours per academic year (approx.)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Topic	RE	Topic	RE	Topic	Topic
	Learning for Life		Learning for Life		Learning for Life	
<b>Year 2</b>	RE	Topic	RE	Topic	RE	Topic
	Learning for Life		Learning for Life		Learning for Life	

	<b>Year 1</b>	<b>Year 2</b>	
<b>Autumn</b>	<p><b>Being Me in My World (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• Special and Safe</li> <li>• My Class</li> <li>• Rights and Responsibilities</li> <li>• Rewards and Feeling Proud</li> <li>• Consequences</li> </ul> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>• Respecting Myself</li> <li>• Respecting Others</li> <li>• Overcoming Obstacles</li> <li>• Developing Resilience</li> </ul>	<p><b>Mental and Physical Health Toolkit</b></p> <ul style="list-style-type: none"> <li>• Knowing my strengths</li> <li>• Developing Resilience</li> <li>• Positive mental health</li> <li>• Physical Exercise</li> </ul> <p><b>Celebrating Difference (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• Similarities and Differences (Girls and Boys)</li> <li>• Similarities and Differences (Friends)</li> <li>• Gender Diversity</li> <li>• Cultural Differences</li> </ul>	<p><b>Pastoral Assemblies and themed weeks (To include EYFS)</b></p> <ul style="list-style-type: none"> <li>• H Value</li> <li>• E Value</li> <li>• A Value</li> <li>• R Value</li> <li>• T Value</li> <li>• “The Beautiful Oops” (Learning from Mistakes)</li> <li>• NSPCC Stay Safe</li> <li>• Extra Kind Week (Anti-Bullying Week)</li> <li>• Road Safety</li> <li>• Remembrance Day</li> </ul>
<b>Spring</b>	<p><b>Relationships (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• Family Diversity</li> <li>• Making Friends</li> <li>• Resolving Conflict</li> <li>• Appropriate Greetings</li> <li>• People who Help Us</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Community Contribution</li> </ul>	<p><b>Relationships (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• Family Diversity</li> <li>• Making Friends</li> <li>• Resolving Conflict</li> <li>• Appropriate Greetings</li> <li>• People who Help Us</li> </ul> <p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Careers and Aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Safer Internet Day</li> <li>• Children’s Mental Health Day</li> <li>• NSPCC Pantasaurus</li> <li>• “Love Makes a Family” (Relationship Education)</li> <li>• “Dogs Don’t Do Ballet” (FBV)</li> <li>• “The Election” (FBV)</li> <li>• The Incredible</li> </ul>

	<ul style="list-style-type: none"> <li>• Online Safety</li> <li>• Media Literacy / Digital Resilience</li> <li>• Protecting Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Money Value</li> <li>• Saving Money</li> <li>• Enterprise Fair?</li> </ul>	Power of “Yet”
<b>Summer</b>	<p><b>Healthy Me (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• Being Healthy</li> <li>• Healthy Choices</li> <li>• Personal Hygiene</li> <li>• Medicine Safety</li> <li>• Oral Health</li> </ul> <p><b>Dreams and Goals (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• My Success</li> <li>• Achieving Together</li> <li>• Stretchy Learning</li> <li>• Overcoming Obstacles</li> </ul>	<p><b>First Aid Skills</b></p> <ul style="list-style-type: none"> <li>• Seeking Support</li> <li>• Basic First Aid</li> <li>• Workshop with doctor</li> </ul> <p><b>Changing Me (Jigsaw)</b></p> <ul style="list-style-type: none"> <li>• Life Cycles</li> <li>• Growing Older</li> <li>• Changing Bodies (Girls and Boys)</li> <li>• Looking Ahead (Y3 transition)</li> </ul>	<p><b>Pastoral Assemblies (To include EYFS)</b></p> <ul style="list-style-type: none"> <li>• H Value</li> <li>• E Value</li> <li>• A Value</li> <li>• R Value</li> <li>• T Value</li> </ul>

### Life Skills Challenges:

**Year 1:** Using a knife and fork, Tying a shoelace, Posting a letter

**Year 2:** Folding Clothes, Washing Up, Tying a Tie

### Teaching and Learning

Learning for Life is an essential part of our educational provision. We have a responsibility to support the children to become responsible citizens of tomorrow, who are equipped with a strong set of values and an understanding of self-care. It provides foundations of school rules and behaviour expectations that ensure the children feel safe.

A range of teaching strategies are used to motivate those who learn primarily through verbal channels and those whose preferred learning style may be more visual or kinaesthetic. Children are encouraged to take responsibility for their own learning and to work together to ensure that they reach a deeper more

meaningful understanding of the complex issues involved in developing social, emotional and behavioural skills.

They are encouraged to learn through working in groups of different sizes and solving problems together. We place an emphasis on active learning in the following range of activities.

- Circle time
- Role Play
- Paired / group work
- Imaginative Writing
- Visiting speakers
- The use of videos and ICT
- Weekly pastoral Assemblies
- Imaginative writing
- Reflection sharing and showing
- Role play and drama
- The use of video and ICT
- Visits and visitors (as appropriate)
- Structured group work
- Use of puppets and teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Taking part in activities to promote citizenship and fundamental British values e.g. charity fund raising, adhering to our schools HEART values, recognising key British dates of significance, making class rules, being a member of the School Council, taking on roles and responsibilities.

Additional strategies/systems are in place to support the delivery of our PSHEE curriculum:

- Developing a positive self-image by supporting pupil wellbeing
- Responsibility for behaviour in all aspects of school life through an individual / whole class reward systems and Celebration Assembly
- Taking extra responsibility and having an awareness of how democracy works through voting for School Council and Eco Council members
- Introducing each Jigsaw Unit in half-termly Assemblies (Member of SLT at the start of every unit)

In addition to the specific Jigsaw Assemblies, the themes of our Learning for Life curriculum will be evident in many assemblies throughout the academic year. These assemblies provide opportunities to enhance the children's' spiritual, moral, social and cultural development, promoting the school's values and celebrating achievement. Children in all year groups join together for a whole school celebration assembly on Fridays where pupils' individual achievements are recognised through receiving a certificate (2 pupils per class per week). (See Collective Worship Policy)

## **Early Years Foundation Stage (EYFS)**

In the Early Years Foundation Stage, Learning for Life is incorporated into the area of learning Personal, Social and Emotional and Development (PSED). Elements of this area of learning are implicit in the organisation and delivery of the whole EYFS curriculum. Activities are chosen from the Jigsaw Scheme and presented in an age-appropriate way during weekly Circle Times. On a daily basis, EYFS staff also provide the pupils with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive attitude to towards their learning. The revised 2021 framework and the corresponding Early Learning Goals under the headings of self-regulation, managing self and building relationships are all considered when staff plan for the year group.

### **Planning**

Planning is in three phases (long-term, medium-term and short-term). Our long-term plan (scheme of work) maps the topics studied and on-going and key objectives for each term in each year group. Medium and short term plans give details of specific activities and particular adaptations required for individual children or groups. As appropriate, and to meet the needs of specific issues which may arise within any particular class/year group, some classes may alter aspects of their provision, so as to address these specific needs.

### **Differentiation**

At WCPS, we tailor learning to suit all children including supporting and extending pupils with SEND. In PSHEE lessons, the needs of these children are supported through the use of visual cues, group work, discussion, differentiated work and through teacher support. Where necessary relevant EHCP/ISP information relating to a pupil will be incorporated into planning.

The Jigsaw Scheme is written as a universal core curriculum provision for all children. Teachers will tailor each unit to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

### **Assessment, Recording and Reporting**

Assessment is an integral part of teaching and learning in all subjects including PSHEE. It checks that learning is taking place and shows what learners can do well, and where and how they can do better. It allows starting points to be established and progress to be recognised and celebrated. It informs the next steps and priorities for both teachers and learners. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

To be successful independent learners, the pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This

may be to compare their progress against their own starting points or that of others or to measure their progress with reference to external standards, such as end of key stage statements.

Teachers in KSI assess the children's' progress in Learning for Life in a variety of different ways:

- By making informal judgements as they observe them during the course of the school day.
- By making more formal assessments of their work and interactions with others against the specific learning objectives set out in the Jigsaw scheme of work.
- Through self- assessment or peer assessment.

In the EYFS, staff make assessments during adult led and child initiated activities. These observations are linked to the Early Learning Goals within the PSED area of learning and subsequently next steps in the pupils' learning are planned. At the end of the school year the pupils are assessed against the PSED Early Learning Goals from the revised 2021 EYFS framework.

Progress in PSHEE/PSED is reported to parents in line with other curriculum subjects in an end of academic year report. The Learning for Life coordinator (Pastoral Deputy Head) will amass evidence of learning from all three yeargroups.

### **Monitoring and review**

The Learning for Life coordinator is responsible for monitoring and reviewing resources required for each year group, supporting other members of staff and keeping up to date with current good practice and passing on information to colleagues. The Learning for Life coordinator meets regularly with Heads of Year to discuss and share any pastoral concerns and children of concern are always raised in Staff Meeting or if confidentiality is required, in a separate meeting. The Learning for Life coordinator also annually reviews and updates the subject policy and creates an action plan for the forthcoming academic year. Class teachers are responsible for planning and teaching the subject as set out in this policy and relevant schemes of work.

### **Safeguarding**

Our schemes of work for Learning for Life place great emphasis on developing the pupils' awareness of how to stay safe. This may be through information shared about basic personal safeguarding e.g. The Pants Rule (NSPCC) or through activities linked to "Stranger Danger". In line with the statutory guidance contained in Keeping children Safe in Education (2022), the school places emphasis on recognising and dealing with peer on peer abuse. To this end, Anti-Bullying week takes place in November each year as Extra Kind Week due to the age of our learners. Activities are planned around a theme to instil confidence in responding to and reporting unkind behaviour whether at school, at home or online (see Safeguarding policy). Workshops are arranged for children and parents during e-safety week to support children to make sensible choice while online.



## **The Prevent Duty**

From 1<sup>st</sup> July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. Although the pupils are still very young, the school has a responsibility to build children’s resilience to radicalism by promoting British values and providing a safe environment for debating controversial issues and participate in decision making. Learning for Life can be an effective way of providing the pupils with time to explore sensitive or controversial issues in an age appropriate way. Thus equipping them with the knowledge and skills to understand and manage difficult situations. Learning for Life can be used to teach pupils how to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

## **Equal Opportunities**

All pupils have an entitlement to access the Learning for Life curriculum. They will all have access to appropriate resources within the school. These will reflect a multicultural society, without stereotyping or discrimination. The pupils will be given the opportunity to participate in all activities regardless of the protected characteristics in the Equality Act 2010. Protected characteristics are identified as:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

## **Links with other policies and documentation**

- Collective Worship Policy
- Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy
- Computing Policy
- The Prevent Duty – June 2015
- Equality Act – 2010