



Wetherby School
Reception
19 Pembridge Villas
London
W11 3EP

Wetherby School
Years 1, 2 and 3
11 Pembridge Square
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Learning for Life (PSHE) Policy

Policy reviewed by: Nia Humphries

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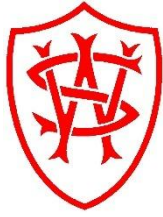
Next review date: June 2026

Reviewer's Signature: 

Head Teacher's Signature: 

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School; 'parents' refers to parents, guardians and carer



Wetherby School

Learning for Life (PSHE) Policy

This policy applies to all EYFS/Reception children in the school.

1 Rationale

At Wetherby School, we teach Learning for Life (PSHE) to enable the pupils in our care to become healthy, independent and responsible members of society and the global world of which they are a part. It is hoped that through teaching key skills, values and attitudes the pupils will develop greater self-worth and make a positive contribution to the people and places around them. We believe Learning for Life (PSHE) is crucial to pupil's development and applies to all areas of school life. Learning for Life is at the centre of all we do at Wetherby and permeates all areas of school life. Our Learning for Life curriculum is based around the personal, social, health, economic education (PSHE) curriculum and Relationships Education curriculum. Spiritual, moral, social and cultural (SMSC) aspects of boys' development are infused within day-to-day life at Wetherby School. Pupils are taught to be respectful of people and boundaries and to embrace diversity and difference. The expectations of the PSHE curriculum are adjusted accordingly for the age and ability of all pupils including those with special needs.

Wetherby School is aware that the 21st century presents our rising generation with an array of amazing opportunities but also complex technological, social, economic and environmental challenges. The pupils in our school will play an important part in the development and sustainability of our world now and in the future. With that comes a responsibility for us to prepare them with a comprehensive understanding of these challenges and to equip them with the skills, creativity and determination to be the change makers who help the economy within the ecological limits of a finite planet. At Wetherby School, the pupils have an understanding and an appreciation of interrelated social, economic and environmental issues across the range of curriculum subjects across all age groups.

2 Aims

At Wetherby School, in conjunction with our curriculum policy and through the planning, delivery and monitoring of a thorough Learning for Life syllabus, we aim to:

- Teach good mental and physical health practices including a growth mindset.
- Teach boys how to make safe choices (personal safety, the safety of others, safety in the community and e-safety).
- Encourage tolerance and respect for similarities and differences.
- Develop self-awareness, self-discipline, self confidence and self-esteem, allowing them to make informed choices regarding personal and social issues.
- Develop an understanding of what the features of positive relationships with others involves.
- Encourage boys to play an active role within their community and become informed, active and responsible global citizens.
- Promote and encourage confident, well rounded and resilient individuals.
- Develop ambition, motivation, drive, perseverance, optimism and a growth mindset.
- Teach boys where and when to seek support and advice.
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.
- Embed and ensure the principles are actively promoted in a variety of ways throughout our curriculum and through the ethos of our school.
- Meet our statutory duties under the Equality Act (2010).
- Make pupils aware in an age-appropriate way about the protected characteristics as stated in the Equality Act (2010).

3 Teaching and Learning

- 3.1 The importance of Learning for Life cannot be overstated, and we endeavour to incorporate Learning for Life into all aspects of school life at Wetherby School.
- 3.2 All pupils will have equality of access to a broad and balanced Learning for Life curriculum irrespective of gender, ethnicity or special educational needs.
- 3.3 Within each Learning for Life lesson a variety of techniques and resources are utilised to best meet the pupils' needs and help develop understanding such as role-play, puppets, group and pair work, class discussion, books, ICT links and video clips.
- 3.4 Lessons are developmental and based on clear objectives. This encourages natural progression during a pupil's time at Wetherby School. Every effort is made to ensure the needs of pupils in each year group are met to allow for smooth transition to the next level. Wetherby School uses the Jigsaw Learning programme to support Learning for Life lessons.
- 3.5 All Learning for Life lessons are delivered by classroom teachers who discuss the delivery of the weekly lesson in their planning meetings.
- 3.6 Although Learning for Life lessons are not always given formal tasks as such to be completed, we recognise that there are pupils of widely differing abilities and who have different levels of social and emotional intelligences in all classes. We recognise this fact and provide suitable learning opportunities for all pupils. This is achieved through matching the challenge of the task to the ability of the pupil. Strategies include:
- differentiated group work
 - organising pupils to work in pairs on open-ended problems
 - utilising classroom assistants to support some pupils
 - addressing different learning styles in activities
- 3.7 All classes record children's responses to their learning in a 'Learning for Life' class book which is organised by the classroom teachers and monitored by the Senior Management Team.
- 3.8 Assemblies are used to reinforce the Learning for Life curriculum. All pupils attend full school assembly on Monday and Thursday each week at 11 Pembridge Square (11PS) and on a Tuesday and a Friday at 19 Pembridge Villas (19PV).
- 3.9 In Reception, Years 1, 2 and 3 there are thirty minutes a week allocated to Learning for Life lessons.

Weekly Timetable Allocation

Reception	30 minutes
Year 1	30 minutes
Year 2	30 minutes
Year 3	30 minutes

4 Planning

- 4.1 We use the Jigsaw scheme of work for Learning for Life as the basis for our curriculum planning.
- 4.2 The Jigsaw scheme of work is a comprehensive programme for PSHE and includes statutory Relationships and Health Education (please see the Relationships and Health Education Policy). Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, are offered an increasing challenge as they move up the school.

- 4.3 Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the topics studied in each term. The Assistant Head (subject leader) sets this out in conjunction with the Deputy Head (Academic) and subject teachers. In as many cases as possible we will combine study with work in other subject areas.
- 4.4 Our medium-term plans follow the Jigsaw scheme of work and give details of each unit, listing specific learning objectives of work for each unit of work (either half or full term). These are reviewed regularly by the Assistant Head and Deputy Head (Academic) to ensure that pupils have complete coverage of the Learning for Life curriculum.
- 4.5 Our short-term planning is carried out at each year level by the individual teachers. This incorporates specific objectives, learning intentions, lesson-plans, cross-curricular links, assessment information, resources and learning styles. Collaborative planning is encouraged if more than one teacher in a year group teaches the subject.
- 4.6 All planning is monitored and evaluated on an ongoing basis through regular dialogue between teaching staff and the Assistant Head and Deputy Head (Academic), with verbal feedback informing future planning. Specific planning and topic evaluations are collated on a half termly basis and can be found at the end of the short-term planning documentation.
- 4.7 Primary schools in England and Wales are not required to teach Sex Education. Due to the age of our pupils, we do not teach Sex Education. Boys are taught how to begin to look after their bodies and are taught to respect difference including different kinds of families as part of the Learning for Life curriculum.
- 4.8 All plans are available to parents on the Curriculum overviews. In addition, parents are consulted about changes to the curriculum and may respond; ultimate decisions about the PSHE curriculum lie with the Headmaster in line with government directives.
- 4.9 All planning is kept centrally on the Wetherby School computer system or on SharePoint. Teachers often discuss improvements with other teachers on an informal basis.

5 Assessment and Recording

- 5.1 Teachers continually evaluate the impact of lessons on pupils. We evaluate the variety of ways in which the boys are developing through oral work, observations, cross-curricular links and evaluations. Through listening, discussions and working with others, pupils are also expected to make contributions and share their own views as well as reflecting on those of others.
- 5.2 Any pertinent information on issues discussed or raised during Learning for Life lessons or at other times during the day is relayed, where necessary, informally to parents as part of our day-to-day communication. This reiterates the importance that we place on parents as partners and on honest and meaningful communication between home and school.
- 5.3 All modules are planned in conjunction with learning objectives and lessons have specific learning intentions and success criteria. Activities are planned in order to facilitate all learners in accessing these learning objectives and, accordingly, teachers in assessing them. Although we do not formally assess during our Learning for Life lessons, teachers continually evaluate the impact of lessons on pupils which informs future planning. All classes have a class scrapbook where evidence is gathered, and ideas shared.

6 Reception

- 6.1 Reception will also follow the Jigsaw scheme of work.
- 6.2 We teach Learning for Life in Reception as an integral part of the topic work covered during the year. Reception have one 30-minute weekly lesson.
- 6.3 We provide experiences and support to enable pupils to develop a positive sense of themselves and of others. We support pupil's emotional well-being, helping them to know themselves and how they can cope with and respond to everyday situations. We also help pupils to develop

respect for others, social skills and a positive disposition to learn.

7 Homework

- 7.1 Although not scheduled, Learning for Life may influence homework activities. When pupils are carrying out projects, they are expected to consider those around them and the local community. If issues have arisen in class, pupils may be asked to think about and discuss these with parents and others at home.

8 Contribution of Learning for Life to other areas

- 8.1 Learning for Life permeates all areas of school life. With this in mind, not only is every effort made to ensure cross curricular links are identified and planned for accordingly within lessons but every opportunity to enhance the well being of pupils and utilise learning opportunities outside the classroom are also taken. Development of a growth mindset and resilience and the impact of Relationships Education will become evident in all aspects of teaching and learning and impact on the whole Wetherby curriculum.
- 8.2 Learning for Life and possible links are considered and included in the policy statement for all subject areas.
- 8.3 It is important that the pupils are aware of the global community and how they may contribute in a positive way so as to foster respect and promote harmony. Research shows that children who are extrospective and give out to their community are happier and have better mental health outcomes. We actively participate in fundraising for different causes that are relevant to our pupils. Representatives from a variety of charities come to speak with the pupils about the purpose of the charity in order to make fundraising more meaningful.
- 8.4 Learning for Life plays an important part in the behaviour management of pupils at the school. The rules of being a Wetherby Ambassador set the tone for the environment and will be referred to when required. The importance of being a Wetherby Ambassador plays an important part of school life.
- 8.5 Pupils are expected to work together and, particularly while assimilating into school life, the discussions and relationships built inside and outside the classroom help to provide a secure and welcoming environment for all pupils.

9 Digital Literacy

- 9.1 Where appropriate, digital literacy will be used to enhance teaching and learning. Where digital literacy is used, the competency that is being taught during that lesson is referenced in the termly plans.

10 Special Education Needs (incorporating Learning Enrichment)

- 10.1 We teach Learning for Life to all pupils, regardless of ability. It is part of the school curriculum policy to provide a broad and balanced education to all, including supporting and extending SEN pupils.
- 10.2 In Learning for Life lessons the needs of SEN pupils are supported through the use of visual cues, group work, discussion, differentiated work and through teacher support. Where necessary all relevant ILP information related to a pupil will be incorporated into planning.
- 10.3 Those pupils identified as requiring SEN support are provided with additional individual lessons, up to twice per week from a specialist teacher.
- 10.4 Every effort is made to ensure that the needs of pupils recognised as able or exceptionally able are met, in accordance with the guidelines set out in the Learning Enrichment policy. Able or exceptionally able pupils are encouraged to discuss and develop their ideas with others, to analyse information at a higher level and to follow up their enquiries through research.

11 Fundamental British Values

- 11.1 The DfE have reinforced the need ‘to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’

The Government set out its definition of British values in the 2015 Prevent Strategy <https://www.gov.uk/government/publications/prevent-duty-guidance> and these values are revised when necessary. At Wetherby School these values are reinforced regularly across all areas of the curriculum and the day to day life of the school. Please refer to the Fundamental British Values Policy.

12 Resources

- 12.1 All Learning for Life resources are kept in classrooms. There is also a variety of books in the pastoral library which can be found in the Assistant Head’s office on the ground floor.
- 12.2 Without doubt, the teacher and individual class members are the best resource available to the class. A high emphasis is placed on teachers and pupils to use their discretion when deciding upon topics to cover during Learning for Life. They are able to employ topics which are relevant and meaningful to the unique situations and characteristics of their own particular class.

13 Assemblies, Trips and Visits

- 13.1 At Wetherby School we provide opportunities in school to enhance the Learning for Life curriculum. These include:
- Assemblies to develop personal growth and character education such as growth mindset, kindness and resilience assemblies
 - Visits from members of the local community (fire/police/doctors etc)
 - Children’s Mental Health Week
 - A Wellbeing Hub for boys
 - School trips including Hilltop
 - Links with the community

14 Health and Safety

- 14.1 Health and safety must always be considered when carrying out any activities. Pupils will be taught to use materials, tools and equipment safely in line with the school Health and Safety policy.
- 14.2 Pupils are taught to clear away practical materials responsibly.
- 14.3 The use of tools and equipment will be closely supervised by teachers.

15 The Prevent Duty

- 15.1 As part of Wetherby School’s ongoing safeguarding and child protection duties, we are fully committed to meeting the government’s Prevent duty. The principles of Prevent are embedded within our safeguarding procedures and curriculum. Please refer to our Safeguarding Policy for further information.

16 Monitoring and Review

- 16.1 Monitoring of the standards of pupils’ work and of the quality of teaching in Learning for Life is the primary responsibility of the subject leader. Other responsibilities include (read in conjunction with the Subject Leaders’ policy):
- Providing the strategic lead and direction for the subject in the school

- Supporting colleagues in planning, teaching and assessing the subject
- Being informed about current developments in the subject
- Identifying and evaluating strengths and weaknesses in the subject and indicating areas of focus for inclusion into the school development plan
- Lesson observations
- Providing an annual report to the Deputy Head (Academic)
- Annually reviewing and updating the subject policy document

16.2 The subject leader is allocated a regular time allowance by the Headmaster to fulfil the management requirements of the subject.

This policy will be reviewed annually