



WETHERBY SCHOOL
— KENSINGTON —

Learning for Life (PSHE) Policy

Policy reviewed by and person responsible: Michelle Moyles

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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 Kensington; 'parents' refers to parents, guardians and carer.

This policy applies to all children in the school, including those in the EYFS.



Wetherby School Kensington

Learning for Life (PSHE)

1 Rationale

At Wetherby School Kensington 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. Spiritual, moral, social and cultural (SMSC) aspects of boys' development are infused within day to day life at Wetherby School Kensington. The expectations of both curriculum areas are adjusted accordingly for the age and ability of all pupils including those with special needs.

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

- Enable the boys to know and understand what constitutes a healthy lifestyle
- Promote awareness of safety issues (personal safety, the safety of others and safety in the community)
- Encourage respect for similarities and differences
- Develop self confidence and self-esteem, allowing them to make informed choices regarding personal and social issues
- Provide learning experiences that help boys to develop positive relationships with themselves and others
- Develop emotional literacy and resilience
- Prepare and guide the boys to become informed, active and responsible citizens
- Promote and encourage confident, well rounded and resilient individuals
- Cover all necessary aspects of the PSHE and SMSC curricula which meets the needs of individuals
- Provide opportunities for mindfulness, allowing boys to advance their emotional awareness, concentration and focus
- Actively promotes 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.
- 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 Learning for Life lessons are vital in the establishment and understanding of school rules and expectations. The ‘Golden Rules’ provide the basis for all behaviour expectations at Wetherby School Kensington. These encourage consideration and thought towards others and development of sound moral values, as well as allowing pupils to feel safe and valued within the school environment.
- 3.4 Learning for Life lessons provide the vehicle for the establishment and development of understanding of class and school wide rewards and sanctions.
- 3.5 When necessary, Learning for Life lessons or form time may be used as a circle time to discuss issues that may have arisen. This is an ideal opportunity for an inclusive discussion about the issue(s) raised and gives each boy an opportunity to contribute in a safe, supportive environment.
- 3.6 Within each Learning for Life lesson a variety of techniques are utilised to best meet the pupils’ needs and help develop understanding such as role-play, puppets, group and pair work, class discussion, ICT links and video clips.
- 3.7 Lessons are developmental and objective based. This encourages natural progression during a pupil’s time at Wetherby School Kensington. 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.
- 3.8 All Learning for Life lessons are delivered by classroom teachers.
- 3.9 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
- 3.10 In Years 1, 2 and 3 there are thirty minutes a week allocated to form time. It is at the teacher’s discretion as to how this time is used.

Weekly Timetable Allocation for Learning for Life lessons

Reception	30 minutes
Year 1	30 minutes
Year 2	30 minutes 30 minutes (Form Time)
Year 3	30 minutes 30 minutes (Form Time)

In addition all pupils attend assemblies twice a week.

4.0 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 subject leader sets this out in conjunction with the Headmistress and subject teachers. In as many cases as possible we will combine study with work in other subject areas.
- 4.4 Due to the unique dynamics of each class, there will be occasions when the different class groups follow different programs to address issues as and when they arise. Although not always recognised in the formal school planning, these changes will be noted in individual teachers planning and assessment folders.
- 4.5 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 subject leader and Headmistress 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 reviewed regularly, with teachers recording alterations in their planning/assessment folders. The computer based plans are then evaluated and updated on a half termly basis. This is found at the end of the short term planning documentation. The evaluations provide guidance for future planning.
- 4.7 All planning is kept centrally on the Wetherby School Kensington computer system. Teachers keep individual copies of plans in their planning and assessment folders, and often discuss improvements with other teachers on an informal basis.

5 Assessment and Recording

- 5.1 The holistic nature of Learning for Life means that teachers are constantly monitoring and assessing pupils in the subject. Observations of pupil behaviour, learning, playtime, interactions and relationships are ongoing and will be reflected in lessons.
- 5.2 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.
- 5.3 Any 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.
- 5.4 All units 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. Teachers continually evaluate the impact of lessons on pupils which informs future planning.

6 Reception / EYFS

- 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 lesson per week of Learning for Life.
- 6.3.1 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.
- 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. 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 'Golden Rules' 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 Special Education Needs (incorporating learning enrichment)

- 9.1 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.
- 9.2 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.
- 9.3 Those pupils identified as requiring SEN support are provided with additional individual lessons, up to twice per week from a specialist teacher.
- 9.4 Every effort is made to ensure that the needs of pupils recognised as 'gifted and talented' are met, in accordance with the guidelines set out in the Gifted and Talented policy. Gifted and talented 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 further research.

10 Fundamental British Values

- 10.1 The DfE have recently 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 and these values are revised when necessary. At Wetherby School Kensington these values are reinforced regularly across all areas of the curriculum and the day to day life of the school. Please refer to the document: Promoting Fundamental British Values at Wetherby School Kensington.

11 Spiritual, Moral, Social and Cultural Education

- 11.1 We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils’ education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through ‘SMSC’ we seek to develop attitudes and values that will enable students to become responsible and active members of society. We are committed to the SMSC development of all students at Wetherby School Kensington.

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 Head of Pastoral Care’s office. Each year group has a Jigsaw folder. In these folders are:

- Long, medium and short term plans
- Resources and worksheets

- 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 Trips and Visits

- 13.1 Trips are planned to develop Learning for Life skills, where possible, and to give pupils the opportunity to develop their learning outside of the classroom environment. These may include:

- Choir performances for local rest homes
- Visits to local places of worship
- Visits to local places

- 13.2 At Wetherby School Kensington the pupils also benefit from a variety of visitors who come into school to share their knowledge. These include:

- Outstanding achievers
- Members of the local community (fire/police/doctors etc)
- Local and international charities
- People from different cultures and backgrounds
- Links with a local primary school

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.

Health and Nutrition

- 14.4 Promoting healthy eating and balanced nutrition forms an essential part of pupils' personal, social and health education and overall wellbeing. From September 2025, Wetherby School Kensington will incorporate elements of the Early Years Foundation Stage (EYFS) Nutrition Guidance (DfE, May 2025) within the Learning for Life curriculum.

Through Learning for Life lessons, assemblies and daily routines, pupils will:

- Learn about the importance of a balanced diet, hydration and regular physical activity for maintaining good health.
- Develop positive attitudes towards food and eating, including good manners and social interaction at mealtimes.
- Understand how healthy choices contribute to emotional wellbeing, concentration and growth.
- Recognise that food preferences can be influenced by culture, religion, ethics and personal choice.
- Make connections between individual choices and wider community and environmental sustainability.

Staff will reinforce these principles through classroom learning and role modelling during snack and meal times. The EYFS Lead (Head of Lower School) and the Learning for Life Coordinator (Deputy Pastoral) will review resources and teaching materials annually to ensure alignment with current DfE guidance and the school's dietary policy.

14.5 Oral Hygiene (EYFS)

In line with the *Early Years Foundation Stage (EYFS) Statutory Framework* and the *EYFS Oral Health Guidance (DfE, 2024)*, pupils in the Early Years are taught the foundations of good oral hygiene as part of the Learning for Life curriculum. Children learn about the importance of caring for their teeth, including regular brushing, limiting sugary foods and drinks, and visiting the dentist. Staff reinforce these messages through daily routines, discussions and modelling, helping children understand how oral health links to overall wellbeing and healthy nutrition. These principles are embedded across EYFS teaching to establish positive lifelong habits and meet current statutory expectations.

15. The Prevent Duty

- 15.1 As part of Wetherby School Kensington's ongoing safeguarding and child protection duties, we are fully behind the Government's Prevent Duty. 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 Head

- Annually reviewing and updating the subject policy document

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

This policy will be reviewed annually