



WESTFIELD PRIMARY SCHOOL

2023-2024

Learning for Life Subject Report

Subject	Learning for Life	Date	July 2024
Report prepared by	Hayley Collins		
Overview of the year: Sept 2023 - July 2024			
<p>Teachers carry out Learning for Life lessons on a weekly basis throughout the year. In Key Stage 1 the children were able to watch a online stranger danger magic show. All children took part in the Life Bus workshop in the Summer term to summarise key learning from their year of Learning for Life lessons. Learning for Life this year including road safety week, anti-bullying week, wellbeing week, and young carers day. In each of these themed weeks teachers were sent a selection of resources to teachers to choose from and assemblies to go through. In some year groups it is clear to see that Learning for Life is being taught on a weekly basis, some classes are finding it difficult to fit in a high quality lesson each week. Through my book and seesaw monitoring I have been able to identify which classes these are and have been in contact with these teachers to support them to overcome this barrier. Learning for Life is also covered indirectly through Restorative Justice, Zone of Regulation, Nurture Principles and through assemblies. As a school we have continued to implement the Christopher Winter project as a scheme of work to use for our unit of 'Growing and Changing' in the Summer term.</p> <p>Next year, we will be focussing on children who are struggling in Learning for Life and looking at ways to support these children.</p>			
Curriculum: Intent, Implementation, Impact			
<u>Intent</u>			
<ul style="list-style-type: none"> › To grow a Westfield child from EYFS to Year 6 who has a good sense of self and has a broad knowledge of being healthy, happy and safe. › Ensure every child, including SEN/ DAP and EAL, has the support available to ensure secure knowledge of how to be healthy, happy and safe. › In this environment, children need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. › Learning for Life must be age appropriate and developmentally appropriate › Learning for Life puts in the key building blocks of healthy, respectful relationships, focusing on family and friendship, in all contexts, including online. 			
<u>Implementation</u>			
<p>The Learning for Life scheme of work followed is designed as a whole school approach, with all year groups working on the same theme at the same time to allow for continuity. SCARF scheme of work (safety, caring, achievement, resilience, friendship) is provided by Coram Life Education, which brings us Life Bus. It is organised into 6 half termly themes which are covered throughout the year. However, the teaching of Learning for Life is such that it is designed to reflect the needs of our pupils, allowing staff the flexibility to address any issues as and when they may arise, for example issues in the news, the loss of family member etc.</p> <p>The 6 themes are:</p> <p>Autumn 1: Me & My Relationships - includes feelings/emotions/conflict resolution/friendships Autumn 2: Keeping Myself Safe - includes aspects of relationships education Spring 1: Being My Best - includes keeping healthy/growth mindset/goal setting/achievement Spring 2: Valuing Difference - includes British Values focus Summer 1: Rights & Responsibilities - includes money/living in the wider world/environment Summer 2: Growing & Changing - includes RSE-related issues (Taught via Christopher Winter Project)</p> <p>Teachers will be responsible for accessing the online resources via the Coram Life Education website or Christopher Winter Project and downloading the planning and accompanying resources. All teachers in</p>			

the same year group deliver the same lesson however, as mentioned previously, lessons can be adapted. For example, if a lesson is dealing with loss and there is a child within the class who has recently been bereaved, the teacher may change the lesson slightly to take into account the needs of that pupil, whilst still ensuring the whole class work towards developing the skills being taught.

Teachers complete ongoing assessments throughout the year. Teachers print out a learning slip which is stuck into books and highlight the achieved statements. Much of the lesson is discussion or practical activity based and works towards developing skills which cannot easily be measured, however they can be observed in practise throughout the school day.

Impact

- Teachers have reported that using the Coram Life SCARF Education website is easy to navigate. Teachers have also reported that the lesson plans are easy to download, use, adapt (if necessary) and teach.
- Teachers are confident in the topics they are teaching each term and evidence in books reflects that topics are being followed according to the medium term plan.
- Evidence of Learning for Life in the exercise books and on Seesaw is gradually increasing over time, term on term.
- Using learning slips was introduced later in the academic year and has started to be evidenced in books. Some teachers use stamps or stickers to recognise good effort during sessions.

Our Curriculum overview and Rationale Document provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact.

Next steps:

Ensure that sufficient evidence is being recorded for Learning for Life lessons either in Learning for Life books or Seesaw including the use of a learning outcome slip, learning journeys and key vocabulary sheets.

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
<ol style="list-style-type: none"> 1. To continue monitoring quantity and quality of evidence in each class and to support where necessary. 2. Delivering regular statutory updates during staff meetings. 3. Staff meetings to help improve teachers' subject knowledge and confidence using Coram Life SCARF Education online resources. 4. Improved teaching and evidencing in books - feedback from staff is a positive one. 5. Continue to develop staff confidence when teaching and delivering the topic Growing and changing using The Christopher Winter Project. 	<p>Book looks, learning walks, seesaw evidence, Foundation subjects teacher assessments document</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Are teachers prepared to follow timetable and teach LfL at least 6 times per half term? • Will teachers endeavour to use if a lesson does not lend itself to evidencing it in the LfL book? • Will teachers begin to build up a LfL planning folder, in order to help with their own CPD and that of others in their year group/teachers that will change year groups?

What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
Progress is moving in the right direction and the volume of LfL being taught is improving. It is beginning to become more evident within books and Seesaw over time. Pupils engage well within lessons and demonstrate the skills acquired around the school and in other lessons.	Budget allowance £200 for general resources £20 for specific RSE resources £600 for Life Bus £2,000 for workshops (Stranger danger, Anti Bullying & Wellbeing) Budget used for workshops, to add extra engagement into lessons using resources, puppets and stories.
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
<ul style="list-style-type: none"> • The subject enables children to develop appropriate social skills - turn taking, listening etc. • Through the lessons the children become more familiar with the concept of right and wrong and that actions have consequences. • Lessons also provide children with the opportunity to talk and improve their speaking and listening skills • Lessons also give children the understanding that Learning for Life is giving them skills that will carry them through into adulthood e.g. forming healthy relationships. 	<ul style="list-style-type: none"> • The learning enables mutual respect for and tolerance of each other. • All children have a time to share their views and be listened to as well as to pass. • Students begin to understand that their behaviour has an effect on their own rights and those of others. Pupils are encouraged to treat each other with respect and this is reiterated through all teaching and learning environments. • Within coaching and debating sessions, all pupils are encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
Learning for Life became statutory in September 2020 and this should now be reflected in the amount of teaching per week. Teachers have a clear 6 week plan per year group that they must now adhere. LfL for the catchment of children in our school holds some of the most basic and fundamental key skills we can impart before they go to secondary school.	<ol style="list-style-type: none"> 1. Life Bus workshop £600 to focus on wellbeing and health. 2. Anti-bullying workshop 3. Road safety Magic show performance to teach children about online and 'real life' dangers related to strangers.
Subject Web: Subject Web: Why do we teach what we teach?	
Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral. This provides opportunities for individuals to promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils, appropriate to their individual needs in Learning for Life. Learning for Life links with PE as we discuss how to keep our bodies active and healthy and the	

importance of staying healthy. Learning for Life also prepares pupils for the opportunities, responsibilities and experiences of adult life. It is an important part of the curriculum as children's health and well-being effects their learning and behaviour in school. In Learning for Life, we learn about identifying and managing our emotions so that children can then transfer this skill to other areas of their life.

6 key skills:

1. How to stay safe online
2. How to stay safe day to day
3. The importance of a healthy diet
4. The importance in promoting a positive mental well-being.
5. Begin to understand how to manage money and finances
6. Tolerance towards people who are different.

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale Learning for Life that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using SeeSaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.

Topics taught across each year group:

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>R</i>	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
<i>1</i>	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
<i>2</i>	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
<i>3</i>	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
<i>4</i>	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
<i>5</i>	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing
<i>6</i>	Me and My relationships	Keeping myself safe	Being my best	Valuing Differences	Rights and responsibilities	Growing and Changing

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered. The curriculum provides pupils with a varied understanding of life skills which is built on each year to develop confidence.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

- Pupils experiment and take risks and are not afraid to make and learn from mistakes.
- They develop an understanding and tolerance towards other people.
- Pupils show good levels of positive mental health and well-being.

<p><i>What are the 7 key components of a good learner in your subject?</i></p> <ol style="list-style-type: none"> 1. Resilience 2. Understanding and appreciating other people building good relationships 3. Reflective- learning from mistakes (repeating pronunciation) 4. Risk-taking- having a go at something that is unfamiliar and new 5. Practise their skills 6. Stamina for listening 7. Asking questions and wanting to discuss topics in more depth. 	
<p>What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?</p>	<p>Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?</p>
<p>Feedback is mostly done orally and on the spot, during class discussions and activities. Some teachers put a stamp on the work to praise hard work. Teacher judgement - Seesaw. Seesaw allows for fast feedback by the teacher and peers (if appropriate).</p>	<p>Learning for Life is not an SDP priority</p> <p>Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training powerpoints etc), research activities.</p>