



WESTFIELD PRIMARY SCHOOL

2025-2026

Learning for Life Subject Report

Subject	Learning for Life	Date	July 2026
Report prepared by	Francesca McPhee		
Overview of the year: Sept 2025 - July 2026			
At Westfield, we are committed to creating an inclusive environment where every child feels valued, respected, and supported. We recognise that pupils have different backgrounds, abilities, interests and learning needs and we strive to provide opportunities for all children to participate and achieve success. Teaching and learning activities for Learning for Life are planned to meet a range of needs through appropriate support, adaptation and accessible resources. We promote respect, diversity and positive relationships, ensuring that all pupils can develop confidence, reach their potential and feel a sense of belonging within the school community. Learning for Life (PSHE) is a key element of the curriculum at Westfield Primary School, with teachers delivering dedicated lessons on a weekly basis throughout the academic year. This consistent approach ensures that all pupils, across all year groups, have regular opportunities to engage with essential PSHE content. In Key Stage 1, children were able to enrich their learning by participating in a live road safety magic show, making important safety messages memorable and engaging. All children took part in the Life Bus workshop during the summer term, which provided a valuable opportunity to summarise and consolidate their key learning from Learning for Life lessons. These workshops are delivered through Coram Life, whose curriculum we follow for the majority of our units of study. Learning for Life this year included a range of themed events, such as Anti-Bullying Week, Children's Mental Health Week, Wellbeing Week, Staying safe around Water and other special days. For each of these, teachers were provided with selected resources and assemblies, alongside opportunities for pupils to participate in workshops and performances. These activities helped to bring the curriculum to life and ensured engagement and enjoyment across the school. Quality assurance has been carried out throughout the year via book looks and pupil voice activities, and these have demonstrated good coverage of content delivered in an engaging way. Teachers have used creative approaches such as role play, poster creation, and artwork to make lessons accessible and enjoyable for the children. Feedback from monitoring activities has been shared with teachers, with any necessary follow-up actions put in place to maintain high standards. Learning for Life is also delivered indirectly through our wider school ethos and practice, including Restorative Justice, the Zones of Regulation, Nurture Principles, weekly wellbeing activities, and regular assemblies. The Christopher Winter Project continues to be used for the 'Growing and Changing' unit in the summer term, supporting our Relationships and Sex Education (RSE) provision, while other units make use of Coram Life curriculum and resources. In the Autumn term training about the new RSHE curriculum was undertaken and an action plan was put together in order to have the new RSHE curriculum put in place ready for September 2026. In addition, a subject presentation was delivered to both staff and governors to provide them with the new changes that would be statutory as from September 2026. Staff, governors and the wider community had a period of consultation on the updated RSHE policy in the summer term. Looking ahead, we will continue to review and update our resources to ensure they remain inclusive and representative, develop pupil voice to inform curriculum planning, and maintain ongoing staff training and support. We will also evaluate the impact of creative and interactive approaches to further enhance pupil engagement and learning outcomes in Learning for Life.			
Curriculum: Intent, Implementation, Impact			
Intent			
> 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.

Implementation

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 and clear progression. SCARF scheme of work (safety, caring, achievement, resilience, friendship) is provided by Coram Life Education, which brings us Life Bus (annual workshops every summer term). 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.

The 6 themes are:

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)

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 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. 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 and on Seesaw/ Showbie reflects that topics are being followed according to the medium term plan.
- Evidence of Learning for Life in the exercise books and on Seesaw/ Showbie has increased over time, term on term.
- Teachers also use stamps or stickers to recognise good effort during sessions.
- Pupil voice evidences children engaging well with the curriculum and enjoying the learning, recognising how it helps them as they grow up

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: Continue to monitor to ensure that consistent evidence is being recorded for Learning for Life lessons either Topic books or on Showbie. Monitor the new RSHE curriculum, coverage and delivery in September 2026.	
5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
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 Christopher Winter Project to deliver our topic growing & changing in Summer 2.	Book looks, learning walks, seesaw/ Showbie evidence, pupil voice and Foundation subjects teacher assessments Key Questions: • Are teachers fully prepared/confident to follow their timetable and teach LfL at least 6 times per half term? • Where lesson delivery is during PPA by an HLTA, are teachers confident that the needs of their class are being met? Can they ensure they deliver at least one lesson a term/half term? • Are teachers confident to adapt a lesson if the needs of their class dictate it?
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
Progress is good as evidenced in termly data outcomes. There is increasing evidence of taught Learning for Life in books and on Showbie /Seesaw. There is evidence that the activities completed to support the learning are varied and engaging. Pupils engage well within lessons and demonstrate the skills acquired around the school and in other lessons.	Road safety magic show performance Life Bus workshops
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?
• 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	• 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

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, understanding rights and responsibilities	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.	1. Life Bus workshop to focus on wellbeing and health. 2. Road safety magic show 3. Feet First
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 Showbie/ SeeSaw) 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
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<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.

What are the 7 key components of a good learner in your subject?

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.

What does Fast Feedback look like in your subject?

How do you know this has been effective for children's progress?

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?

Feedback is mostly done orally and on the spot, during class discussions and activities.

Teachers may also put a stamp on the work to praise hard work. Teacher judgement - Showbie/Seesaw. Seesaw allows for fast feedback by the teacher and peers (if appropriate).

Learning for Life is not an SDP priority

Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training powerpoints etc) and research activities.

Training this year has included:

	RSHE - training and updates on the new guidance for September 2026
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