

WESTFIELD PRIMARY SCHOOL

Learning for Life SUBJECT REPORT

2019



Westfield Primary School
Bonsey Lane
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Learning for Life Subject Report 2019

Subject	Learning for Life	Report prepared by	Lucie Perry
Date	July 2019		
Overview of the year: Sept 2018-July 2019			
<p>This year has focussed on gaining our Gold Status Award in Surrey Healthy Schools, whilst maintaining all the other LfL provision that enables us to achieve our annual Bronze Status in Healthy Schools. Gold Status was awarded to Westfield with the completion of a 3-year project, to improve the provision and evidencing of PSHE at Westfield and to ensure there is a progressive scheme of work in place. This year has seen the introduction of a 'Learning for Life' book for children to evidence their learning, alongside our online SMSC gridmaker which allows teachers to record additional provision of LfL, not seen in books.</p> <p>Next year, the focus will be on continued preparation for 2020 when PSHE becomes a statutory subject. This will include the expectation that PSHE is taught discretely at least twice monthly and this is evidenced in the Learning for Life books and the overhaul of the RSE policy and teaching in school alongside the new statutory guidelines.</p>			
Curriculum: Intent, implementation, Impact			
<u>Intent</u>			
<ul style="list-style-type: none">- Implementation of a needs-based spiralling scheme of work to cover all aspect of PSHE including financial capability, drugs education and RSE etc.- For an increased number of children to report they enjoy PSHE lessons.- For an increased number of pupils to report they have used skills and/or knowledge learned in PSHE in a 'real-life' situation and to give an example of this.- For staff to feel more confident when delivering PSHE.- To begin to evidence PSHE in order to monitor the teaching of it, and to help pupils to reflect on their learning and apply it to real-life.			
<u>Implementation</u>			
<p>We have had a 'Learning for Life' staff meeting once a term this year. The first was to deliver a PowerPoint presentation to highlight statistics based on our local demographic and emphasise the importance of Learning for Life in our school. The second was to discuss the pending statutory requirements of PSHE (Learning for Life) and the implications of this. The third was to collaborate ideas, discuss how Learning for Life is developing as a subject and support colleagues in the delivery of the PSHE scheme of work. In addition, there has been book looks, pupil voice, staff discussions, evidencing of PSHE in the SMSC Gridmaker and the introduction and use of the Learning for Life exercise books. As well as 'well-being week', assemblies and workshops promotion good mental health.</p>			
<u>Impact</u>			
<p>A needs-based spiralling scheme of work was put together using a variety of sources found online and resources picked up at PSHE network meetings, such as e-bug to support 'looking after ourselves and keeping ourselves healthy'. Following this, a staff meeting was held so that all staff could spend some time familiarising themselves with the document, ask any questions they might have about the learning objectives or topics and then begin to plan and put together resources for their lessons.</p> <p>The results from the first pupil voice showed:</p> <ul style="list-style-type: none">• 95% of children enjoy PSHE• 75% of children believe that PSHE is an important part of the curriculum• 65% of children disagree that enough time is given to PSHE			

A cross-section of pupils who carried out the final pupil voice showed that:

- 95% of children enjoy PSHE
- 95% of children believe that PSHE is an important part of the curriculum (15% improvement)
- 85% of children agree that enough time is given to PSHE (50% improvement)
- 100% of children believe that PSHE could make a real difference to their lives

Subsequent discussions with a cross-section of pupils (12 months after the previous pupil voice) showed that 15 out of 17 children (88% of children) could clearly define what they learned in PSHE as opposed to 7 out of 17 children (41%) in the previous discussions. In addition, the breadth of subject knowledge relating to PSHE had improved significantly, with children much more confident to talk about their learning. It was very apparent that this was due to the change in subject name (last year PSHE was re-named 'Learning for Life'). When children were asked about 'Learning for Life', they did not hesitate to explain the learning they had been doing in class. The title, 'Learning for Life' strikes more resonance with the children and makes their learning more relevant and personal to them. Another contributing factor has been the move this year to branch away from evidencing PSHE in a foundation subjects 'topic book', and instead for the children to record PSHE in a 'Learning for Life' exercise book. Comments from children included:

- [In Learning for Life] "We learn about how much money it takes to run a house if you have a family." Year 4
- "We did posters for 'feeling good week'....it's about knowing who you can talk to if you need help...so you feel supported." Year 5
- "We watched a video where a plastic man sneezed green snot up to 4 metres....you have to put your hand over your mouth!" Year R

The children commented that, "'Learning for Life' is about learning skills for when we are grown-ups." Another child went onto say that learning for life "...gives you strategies to help you in the real world."

Based on evidence of Learning for Life teaching at the start of the project compared with present day, there has been 100% improvement in the evidencing of PSHE across all year groups. This is shown on the SMSC Gridmaker and in Learning for Life books. Discussions with staff show that average confidence of staff teaching PSHE has dramatically increased. Staff questionnaires show there has been a 75% increase (3/12 to 12/12) in the number of staff who now feel they have sufficient training, knowledge and skills to deliver PSHE lessons using the progressive scheme of work and other resources. Staff commented that this was due to raising the profile of PSHE through staff meetings and inset days. PSHE has become a whole school priority with the additional introduction of a well-being committee since the project began. Staff also commented that they have a much clearer understanding of the PSHE curriculum expectation, to tailor-make planning to suit each cohorts needs.

Next steps:

Following the project, further areas for development have been identified to improve the provision and evidencing of Learning for Life in school:

- Monthly newsletters emailed to staff from LfF subject lead about hot topics for the month and useful snippets that link with other curriculum subjects for example, recycling or being a good citizen.
- Continuing with our annual well-being week in school e.g. no screen day, in addition to the National Feeling Good Week.
- Starting next academic year, there will be an even greater support network of teachers surrounding Learning for Life, including an anti-bullying champion, a well-being champion and a citizenship subject leader.
- Maintaining the SMSC Gridmaker to capture any additional evidence such as workshops, assemblies, role-play/hot seating etc.
- Greater evidence of the teaching and learning of Learning for Life in exercise books and the SMSC Gridmaker.

<p>5 Key messages of the year:</p>	<p>What Performance Information is monitored and what are the 3 questions are you considering for future developments?</p>
<ol style="list-style-type: none"> 1. Successful completion of 3-year Surrey Healthy Schools project to be awarded Gold Status. This will run from July 2019-2021. 2. Awarded the annual Bronze Statues in recognition of our continued provision of Learning for Life within school. 3. Well-being Week to highlight the importance of good mental health. 4. Learning for Life CPD staff meetings to up-skill staff and increase confidence and subject knowledge of PSHE. 5. The improvement of evidence in PSHE with the introduction of Learning for Life books. 	<p>Book looks, learning walks, SMSC gridmaker evidence, Foundation subjects teacher assessments document</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. How can teachers ensure that Learning for Life is being taught on a regular basis (at least once every 2 weeks)? 2. Will teachers put in the time to tailor-make their planning to meet the specific needs of their cohort? 3. Will teachers improve their use of the wide range of planning and resources available to them to help deliver and evidence the Learning for Life that is being taught?
<p>What is progress like within your subject?</p>	<p>How much funding did you receive this year and what was it spent on?</p>
<p>Progress is gradual. It is beginning to become more evident within books over time. Pupils engage well within lessons and demonstrate the skills acquired around the school and in other lessons.</p>	<p>£2757</p> <ul style="list-style-type: none"> - Lifebus workshops & Coram Life planning and teaching resources - Anti-bullying, mental health & road safety workshops - SMSC gridmaker - RSE resources, feelings and emotions story books EYFS
<p>How does your subject area help to further develop SMSC in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<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 becomes statutory in 2020 and I would like for us to be in the habit of teaching LfL on a weekly basis by the time this statutory deadline comes in to play. 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 and Coram Life Resources – this will be our primary source for teaching and learning PSHE 2. Anti-bullying assemblies, mental health & road safety workshops 3. SMSC gridmaker to continue to support the provision and evidencing of PSHE

Subject Web: WHY DO WE TEACH WHAT WE TEACH

6 key skills:

1. Empathy
2. Tolerance
3. Respect
4. Positive self-esteem
5. The ability to express our feelings and emotions
6. To know how to make and maintain healthy relationships

Topics taught across each year group:

Within all year group, the same topics are taught at the same time, there is some flexibility to allow for additional learning to take place where necessary to meet the needs of the pupils.

Year	AT1	AT2	SP1	SP2	SU1	SU2
All Year Groups	Me & My Relationships – includes feelings/emotions/conflict resolution/friendships	Keeping Myself Safe – includes aspects of relationships education	Being My Best – includes keeping healthy/growth mindset/goal setting/achievement	Valuing Difference – includes British Values focus	Rights & Responsibilities – includes money/living in the wider world/environment	Growing & Changing – includes RSE-related issues

Reception topics that include subject

- Learning for Life is interwoven into the EYFS curriculum through the PSED and PD continual provision
- Discrete lessons of LfL include keeping safe, relationships, golden rules, keeping healthy, being a good citizen (recycling, reusing).

Rationale for curriculum organisation:

Learning for Life is a non-statutory subject at present. There is an expectation that PSHE is delivered at least twice a month, however, with PSHE becoming statutory in September 2020, the next academic year will be the perfect opportunity for teachers to begin to build in a weekly session of PSHE.

Describe what a good learner of this subject looks like when they leave WPS:

When a pupil leaves WPS we would expect them to display the following characteristics –

- Resilience
- Display positive body language
- Tolerance towards others
- Excellent listening skills
- Empathetic towards others
- Able to regulate own emotions
- Make and maintain relationships effectively
- Keen learners with a positive attitude