

Learning for Life Policy

Learning for Life encompasses our Personal, Social and Health Education (PSHE) together with aspects from our Relationships, Sex and Health Education (RSHE) (See separate RSHE policy)

What is Learning for Life?

Our Personal, Social and Health Education (PSHE) together with aspects from our Relationships, Sex and Health Education (RSHE- see separate policy), enables our children to become healthy, independent, aspirational and responsible members of a diverse and ever-changing society. At Greythorn, we teach these aspects of the curriculum as **Learning for Life**. We strive to help our pupils understand how they are developing personally and socially, and support them to tackle many of the moral, social and cultural issues that are part of growing up. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Aims and Objectives

An important part of **Learning for Life** is the ability to discuss and debate issues with clarity, and listen to people's points of view, whilst understanding that you do not have to agree with them but recognise and respect their point of view. We strive to provide our pupils with opportunities to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society.

We believe that our Learning for Life programme positively impacts both academic and non-academic outcomes for all pupils.

Some of the main aims are for children

- To recognise, understand and value their own culture;
- To understand that not all cultures are the same and to value the cultures of others;
- To develop positive relationships and respect for others;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To be able to tackle challenges of the classroom and in life with a positive attitude;
- To form good relationships with other members of the school and the wider community.

Our ultimate aim is for every single Greythorn child to become the very best that they can be.

At Greythorn Primary School, Learning for Life enables our children to become healthy, independent and responsible members of society. It is the responsibility of all staff in school to deliver Learning for Life through both direct teaching and the modelling of positive attitudes and of appropriate behaviours and relationships. We provide

opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a culturally rich school and a diverse society.

Curriculum content

Our Learning for Life Curriculum is based on the SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) scheme from Coram Education. We teach Learning for Life in class on a weekly basis, following the whole school subject map, which is closely linked to the CORAM Life education programme of study.

SCARF provides a comprehensive scheme of work for PSHE education and covers all of the DfE's statutory requirements for Relationships Education and Health Education. It also covers the learning opportunities within the PSHE Association's Programme of Study, therefore providing for elements such as the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y1/2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In KS2, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Children in Y6 will be given the opportunity to take part in non-statutory sex education lessons recommended by the DFE. **Please see separate RSHE policy for more details.**

As well as using SCARF, many aspects of Learning for Life are also covered in themed weeks and assemblies. As a school we also deliver the DAART programme to our Year 5/6 children, which teaches children how to make safe and healthy choices.

We use other resources to enhance our Relationship, Sex and Health education- please see separate RSHE policy for more details.

Teaching and Learning

At Greythorn, our community is diverse and inclusive; our teaching strategies are in accordance with this. Children are encouraged to take part in activities and events that promote an understanding of diversity, acceptance and an understanding of one's self. We encourage children to think and respond to challenges in creative ways; ask respectful questions of themselves and others; value their own knowledge as well the knowledge and experience of others.

At Greythorn, we do our best to ensure children have the opportunity to learn about other cultures and celebrations. We provide children with the opportunity to meet people from various backgrounds and professions to develop their world knowledge and understanding.

Inclusion and equal opportunities

We teach Learning for Life to all children. Our teachers provide learning opportunities matched to the individual needs of children with special educational needs. Sensitivity will be applied in respect of children's individual needs. Children are also taught and encouraged to be inclusive and respectful of others.

Assessment and Recording

Teachers assess work in Learning for Life by making informal judgements as they observe and question children during lessons. A variety of activities are used: writing, questioning, games, discussions, debates, group activities and challenges. Every class also has a Learning for Life Class book where evidence of learning is recorded.

Confidentiality, Safeguarding and Child Protection

Teachers are aware that effective Learning for Life education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education, 2023.

Everyone involved in PSHE and RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils,

making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if confidentiality has to be broken, due to safeguarding concerns and will be supported as appropriate.

Teachers will be aware that effective PSHE and RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in PSHE and RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Monitoring and Review

The PSHE coordinator has the responsibility for overseeing the quality of the provision of Learning for Life in school. The coordinator will provide feedback to staff regarding any developments within the curriculum or of any updated resources.

Signed:

Chair of

Governors:_____date:_____

Head Teacher:

_____date:_____

Subject co-

ordinator:_____date:_____

Updated October 2023