



Learning for Life (PSHEE) Policy

This policy applies to all pupils in school, including EYFS

Reviewed	September 2016
Date for Revision	September 2017
Annual Review	Autumn Term
Adam Atkinson	Head of Pastoral
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The policy will be reviewed annually by the Head of Pastoral

Gateway School Learning for Life Policy

This policy applies to Gateway School, together with its EYFS setting.

At Gateway School PSHEE is known as Learning for Life and referred to as such throughout this policy.

The importance of Learning for Life (LfL) in the curriculum

At Gateway, we believe in the importance of education for the development of the whole child. Personal, Social and Health and Economic Education (LfL) lessons reflect the aims of the school and help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. LfL lessons contribute significantly across the whole curriculum to our responsibility to help prepare our pupils for the opportunities and challenges of life. The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Teaching will preclude the promotion of partisan political views in the teaching of any subject in the school. Where political views are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The purpose of LfL

LfL lessons are central to the development of the pupils in our school. We aim to help them learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. The teaching will enable pupils to develop their self-knowledge, self-esteem and self-confidence.

The Aims of LfL

In LfL we aim to provide opportunities for pupils to:

- develop their personal, social and life skills;
- acquire knowledge and understanding of important issues that may affect their lives and the lives of others;
- reflect on their experiences and learn from them;
- develop their own attitudes and values;
- engage in active participation in the school and local community;
- understand basic principles of Citizenship issues;
- develop their skills of enquiry and communication;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

- enable pupils to acquire a broad knowledge of and respect for public institutions and services in England;
- develop further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

How they link with the NC Framework for PSHEE

The school follows the Jigsaw Approach for EYU to Year 6 and its six puzzles that are designed to progress in sequence from September to July

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including sex education)

Each piece has two learning intentions: one is based on specific PSHEE learning (covering the non-statutory national framework for PSHEE Education but enhanced to address children's needs today; and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world, as it helps them to understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety.

The Scheme of Work for Jigsaw can be accessed through the shared teachers folder on Google Drive.

Meeting the needs of the pupils

Within the curriculum there is scope to meet the individual requirements which may occur in pupils' daily lives, for example, bereavement and family break up.

A whole school approach

The LfL focus is throughout the school from Early Years to Year 6, not only during lessons, but also within the wider curriculum, for example: meeting and greeting the pupils as they enter school; welcoming them into the morning rooms or classrooms, assembly times, circle/tutor times, School Council, Eco Council, clubs and activities, trips and visits throughout the year, visiting speakers including parents, the assembly rota, the House system, sports day, presentations, school fetes and a programme of charitable events.

Background to the policy

- The policy was developed, using the National Framework, with all staff through discussion, INSET, meetings and an audit of current practice.

Provision in each Key Stage is both explicit in discrete allocated times and implicit throughout the day and includes elements of the whole school approach. Additionally LfL is developed in all key areas:

Foundation Stage

- Mainly through pastoral care group time/Circle Time/Mentoring sessions
- within the Foundation LfL curriculum

Key Stage 1

- Circle Time
- Creative Problem Solving

Key Stage 2 discrete lesson time/ circle time/ tutorial time/ mentoring

Teacher training/staff development is covered through: INSET, working with and alongside visitors; worksheets; pupils' and teachers' own experiences; videos, CD ROMs and ICT facilities.

Teaching Strategies

When planning LfL based activities teachers should take cognisance of the school teaching and learning policy regarding teaching methods and learning styles.

LfL offers the opportunity for children to develop key skills including:

Communication skills, application of number, information technology, working with others, improving own learning and performance and problem solving. LfL can also support thinking skills including information processing, reasoning, enquiry, creative thinking and evaluation.

LfL and inclusion: provides for the needs of all pupils through:

- effective differentiation – indicated in lesson plans with reference to IEPs where appropriate
- pupil involvement, the context of the school and incidents/experiences in and around the school and are met effectively in the organisation of LfL and the curriculum opportunities provided.
- consulting and sharing with parents (e.g. resources for sex and relationships education)
- planning for different contexts eg boys/girls and equal opportunities and cultural/ethnic issues through the whole school approach methods

LfL across the curriculum

A brief statement about how each subject contributes to LfL and SMSC is included in the subject policies and planning.

LfL contributes to the Spiritual, Moral, Social and Cultural development (SMSC) of pupils as reflected in the aims of this policy and in conjunction with the aims of the school. Other critical areas of contribution are the happiness and health of children, anti-bullying education, sex and relationships education, drugs education, as well as ensuring that children develop responsible attitudes to relationships, in their attitudes to differences, and in respecting individuality.

LfL and Assessment

Reviewed September 2016

Parents are provided with regular feedback and assessment of their child's personal and social development through consultations and formal reports, based on the learning objectives covered.

The school operates an open door policy and parents are encouraged to communicate with staff with any relevant information or concerns which may affect their child. Parents are also invited to attend LFL evenings which outline curriculum coverage on Sex and Drugs education. This allows parents to communicate any anxieties that they or their children may have before it is covered in class.

Monitoring and evaluation

The overall responsibility for this policy is that of the Head of Pastoral. The schemes of work and lessons are monitored regularly by the SMT and peer observations within and through key stages.

All children are discussed regularly on a rota basis at weekly staff meetings and spontaneous concerns are flagged. A full time school nurse is available for staff and children. There is a regular tracking programme which ensures that all children are monitored on an individual basis at least once half termly.

Links with other policies

Anti-bullying policy

Celebrating Achievement Policy

RE Policy

Positive Behaviour Policy