



Learning for Life (PSHE) Policy
July 2026



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This policy will be reviewed annually
Policy reviewed: July 2026 (ADT)
Next review: July 2027 (ADT)

At Wimbledon Common Prep School (WCPS), we are committed to the provision of Learning for Life (Personal, Social, Health and Economic Education: PSHE) for all children. This policy includes Key Stage 1 and Early Years.

The aim of our Learning for Life curriculum is for the children to develop relevant, lifelong skills about their physical and emotional wellbeing. We aim to equip children with a toolbox of strategies to develop self-respect, empathy for others, to become well-rounded members of society and to be able to manage conflict independently.

The Learning for Life curriculum at WCPS reflects our school ethos and our shared school HEART values:

- Honesty
- Excellence
- Ambition
- Respect
- Teamwork

Through our HEART values, pupils are encouraged to contribute positively to the lives of others. Opportunities such as charitable fundraising, community partnerships, volunteering projects and intergenerational visits help pupils develop empathy, gratitude, compassion and a sense of social responsibility.



Rationale

At WCPS we see the spiritual, moral, social and cultural development (SMSC) as being at the heart of the children's learning. Through our curriculum and specific teaching of Learning for Life, our school environment and school ethos, we promote the spiritual, moral, cultural, mental and physical development of all our pupils and prepare them for the opportunities, responsibilities and experiences of later life.

Whilst PSHE is a non-statutory subject, Relationships Education and Health Education form a statutory part of the curriculum. Through our Learning for Life curriculum, WCPS fulfils statutory requirements and ensures that pupils receive age-appropriate teaching to help them stay healthy, safe and prepared for life. Content is delivered sensitively and in a manner that reflects the age, maturity and needs of the children.

We develop the children's self-knowledge, self-esteem, and self-confidence within a culture of tolerance and respect for diversity. We support them in forming and maintaining satisfying relationships based on respect for themselves and others, at home, at school and in the community. We encourage them to lead a healthy lifestyle and become independent and responsible members of our community and the wider global society. Mental wellbeing is a core thread throughout the Learning for Life curriculum. Pupils develop emotional literacy, self-awareness, resilience, self-regulation and strategies to support positive mental health.

The Learning for Life programme at WCPS draws upon the key concepts outlined in the National Curriculum PSHE framework.

Aims

The Learning for Life curriculum at WCPS covers aspects of the PSHE curriculum and RSE Guidance. Throughout the children's time at WCPS, we aim for them to:

- To be responsible members of society who understand the importance of giving
- To show self-care and respect for others, valuing the similarities and differences between people
- To be able to manage their own emotions and have strategies to resolve conflict independently
- To develop positive relationships within the school and to contribute to the wider community
- To have an awareness of social, economic, political and ecological issues
- To have an understanding of the value of money and how it is earned



- To have clarity of right versus wrong and to promote the fundamental British values of tolerance, democracy, liberty, rule of law and respect
- To develop self-confidence, self-esteem and make informed choices about personal and social issues
- To understand what constitutes a healthy lifestyle
- To recognise danger or abuse and know who to approach for support

Through ensuring the pupils' SMSC development, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Through Learning for Life and Computing lessons, pupils learn how to establish and maintain positive relationships, both in person and online, enabling them to participate safely, respectfully and responsibly in an increasingly digital world.

Schemes of Work

At WCPS, we have adopted a hybrid approach to Learning for Life. The curriculum content draws on the PSHE national curriculum, RSE guidance and the values we aim to instil in each of our pupils by the time they leave the school. Our Topic and RE curriculum run in parallel with our Learning for Life Curriculum.

Learning for Life is taught weekly for 45 minutes to an hour. It is taught by the class teacher.

Learning for Life – 30 hours per academic year (approx.)

Topic – 22.5 hours per academic year (approx.)

RE – 22.5 hours per academic year (approx.)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	RE	Topic	RE	Topic	Topic
	Learning for Life		Learning for Life		Learning for Life	
Year 2	RE	Topic	RE	Topic	RE	Topic
	Learning for Life		Learning for Life		Learning for Life	



Curriculum Overview:

Reception Year		
	Autumn Term	Learning Outcomes - Pupils will be able to:
Autumn One	Topic: Happily Ever After Being Me in My World Skills Developed (Personal, Social and Emotional Development- Early Learning Goals) PSED ELGs: • Self-Regulation • Managing Self • Building Relationships	• To know they have a right to learn and play, safely and happily • To know that some people are different from themselves • To know that hands can be used kindly and unkindly • To know special things about themselves • To identify feelings associated with belonging • To develop skills to play co-operatively with others • To consider others' feelings
	Autumn Term	Learning Outcomes - Pupils will be able to:
Autumn Two	Topic: Happily Ever After Celebrating Differences Skills Developed (Personal, Social and Emotional Development- Early Learning Goals) PSED ELGs: • Self-Regulation • Managing Self • Building Relationships	• To know what being unique means • To know the names of some emotions such as happy, sad, frightened, angry • To know why having friends is important • To know some qualities of a positive friendship • To know that they don't have to be 'the same as' to be a friend • To recognise emotions when they or someone else is upset, frightened or angry • To identify and use skills to make a friend • To identify some ways they can be different and the same as others • To identify and use skills to stand up for themselves
	Spring Term	Learning Outcomes - Pupils will be able to:
Spring One	Topic: When I Grow Up Dreams and Goals Skills Developed (Personal, Social and Emotional Development- Early Learning Goals) PSED ELGs: • Self-Regulation • Managing Self • Building Relationships	• To know what a challenge is • To know that it is important to keep trying • To know what a goal is • To know how to set goals and work towards them • To know which words are kind • To know some jobs that they might like to do when they are older • To understand that challenges can be difficult • To develop resilience. • To recognise some of the feelings linked to perseverance • To recognise how kind words can encourage people • To talk about a time that they kept on trying and achieved a goal



	Spring Term	Learning Outcomes - Pupils will be able to:
Spring Two	Topic: When I Grow Up Healthy Me Skills Developed: (Personal, Social and Emotional Development- Early Learning Goals) PSED ELGs: • Self-Regulation • Managing Self including personal hygiene • Building Relationships	• To know what the word 'healthy' means • To know some things that they need to do to keep healthy • To know the names for some parts of their body • To know when and how to wash their hands properly • To recognize safe and unsafe situations • To recognise safe and unsafe secrets • To know that they need to exercise to keep healthy • To know how to help themselves go to sleep and that sleep is good for them • To explain what they need to do to stay healthy • To recognise how exercise makes them feel • To give examples of healthy food • To explain what to do if approached by someone who makes them feel unsafe or uncomfortable
	Summer Term	• Learning Outcomes - Pupils will be able to:
Summer One	Topic: In The Garden Relationships Skills Developed: (Personal, Social and Emotional Development- Early Learning Goals) PSED ELGs: • Self-Regulation • Managing Self • Building Relationships	• To know what a family is • To know that different people in a family have different responsibilities (jobs) • To know some of the characteristics of healthy and safe friendships • To know that friends sometimes fall out • To know some ways to mend a friendship • To know that unkind words can never be taken back and they can hurt • To identify what jobs they do in their family and those carried out by parents/carers and siblings • To suggest ways to make a friend or help someone who is lonely • To use different ways to mend a friendship • To recognise what being angry feels like • To identify trusted (safe) adults
	Summer Term	• Learning Outcomes - Pupils will be able to:
Summer Two	Topic: In The Garden Changing Me Skills Developed: (Personal, Social and Emotional Development- Early Learning Goals) PSED ELGs: • Self-Regulation • Managing Self including personal hygiene • Building Relationships	• To know the correct names for key body parts and understand that some parts of the body are private. • To know that we grow from babies to adult • To know who to talk to if they are feeling worried • To know that sharing how they feel can help solve a worry • To know that remembering happy times can help us move on • To recognise that changing class can elicit happy and/or sad emotions • To say how they feel about changing class/ growing up • To identify how they have changed from a baby • To say what might change for them as they get older



Year 1		
	Autumn Term	Learning Outcomes - Pupils will be able to:
Autumn One	Topic: Being Me in My World Skills Developed: • Zones of regulation • Choice and consequence • Self-awareness • Empathy	• To understand different ways in which I can express my emotions and regulate my feelings. • To recognise my achievements and the achievements of others. • To recognise that the choices I make have consequences. • Empathise with others.
	Autumn Term	Learning Outcomes - Pupils will be able to:
Autumn Two	Topic: Growth Mindset Skills Developed: • Resilience • Self-care strategies • Develop self-supporting strategies	• To understand what a growth mindset is and how it can help my mental wellbeing. • To recognise a challenge and develop strategies for how to overcome it. • To understand how to show self-care and develop ways in which I can look after myself. • To understand what being a resilient learner is. • Explain and demonstrate how I show respect with my friends.
	Spring Term	Learning Outcomes - Pupils will be able to:
Spring One	Topic: Relationships Skills Developed: • Awareness of different families • Conflict resolution • Building friendships	• To understand that there are lots of different types of families. • To understand how it feels to belong to a family. • To recognise qualities in a friend and identify what it means to be a good friend. • To recognise what a conflict is and ways to resolve a conflict. • To recognise appropriate ways of physical contact to greet others and to know which I prefer. • To understand that everyone has personal space and that this should be respected. • To understand that we should ask permission before physical contact, such as hugging.



	Spring Term	Learning Outcomes - Pupils will be able to:
Spring Two	Topic: Living in the Wider World Skills Developed: • Awareness of protecting the environment • Awareness of being part of a community • Safeguarding- trusted adults	• To understand that you are part of a community e.g. school community, wider community etc. • To understand the importance of online safety and being part of an online community. • To recognise the importance of asking a trusted adult for help. • To understand my role in protecting the environment and identify ways in which to protect the environment. • To recognise ways in which we can contribute to our school and wider community.
	Summer Term	Learning Outcomes - Pupils will be able to:
Summer One	Topic: Healthy Me Skills Developed: • Hygiene including oral hygiene • Personal hygiene • Medicine safety	• To understand ways in which we can keep our bodies healthy and • To know why it is important to keep our bodies healthy. • Explain how household items e.g. toothpaste can help to keep us healthy. • To understand the importance of personal hygiene and how germs can spread. • To understand the importance of oral health. • To understand how to stay safe around medicines.
	Summer Term	Learning Outcomes - Pupils will be able to:
Summer Two	Topic: Dreams and Goals Skills Developed: • Goal setting • Developing self-supporting strategies	• Identify successes and achievements. • Set a goal and think about how you will achieve it. • Navigate how to work cooperatively • Explain how it feels to succeed in a new challenge.



Year 2		
	Autumn Term	Learning Outcomes - Pupils will be able to:
Autumn One	Topic: Mental and Physical Health Toolkit Skills Developed: - Developing understanding of growth mindset. - Zones of regulation - Goal setting. - Mental health awareness. - Making links between physical and mental health.	- To understand different ways in which I can express my emotions and regulate my feelings. - To understand what a fixed and a growth mindset is and explain the difference between them. - Identify personal goals as a learner and develop strategies to support myself. - Consider positive affirmations and how they help my well-being. - To understand and explain how exercise has a positive impact on my mental health. - To understand what kindness is and how we can show kindness to others.
	Autumn Term	Learning Outcomes - Pupils will be able to:
Autumn Two	Topic: Celebrating Differences Skills Developed: - British Values- tolerance and respect. - Social skills- making new friends. - To understand what bullying is	- To understand what is meant by stereotyping and accept that our differences are what make us special. - To know ways in which to make new friends - To understand what bullying is and to know the difference between bullying and unkind behaviour. - To understand the values of tolerance and harmony between different cultural groups.
	Spring Term	Learning Outcomes - Pupils will be able to:
Spring One	Topic: Relationships Skills Developed: - Safeguarding- keeping myself safe - Conflict resolution - Personal Safety and Seeking Help	- To understand the importance of sharing and cooperation. - To understand different types of physical contact, what is appropriate and what isn't. - To understand that personal boundaries should be respected - To recognise that everyone has the right to say no to unwanted physical contact. - Identify things that may cause conflict with others and how we can resolve conflict. - To understand why sometimes it is okay to keep a secret (e.g. a birthday surprise) and sometimes it is not. - To recognise who can help me at school, home and in my community if they feel uncomfortable or unsafe.



	Spring Term	Learning Outcomes - Pupils will be able to:
Spring Two	Topic: Economic Wellbeing Skills Developed: • Awareness of money and its value • Budgeting • Saving	• To understand different coins and notes and To recognise the value of money. • Consider money you are spending and think about ways to save money. • Think about creating a budget.
	Summer Term	Learning Outcomes - Pupils will be able to:
Summer One	Topic: Healthy Me Skills Developed: • Basic first aid skills • Healthy eating • Managing stress	• To know what my body needs to keep me healthy. • To understand the difference between feeling stressed and relaxed. • To recognise which foods give me energy. • Sort foods into different food groups.
	Summer Term	Learning Outcomes - Pupils will be able to:
Summer Two	Topic: Changing Me Skills Developed: • Transition to the next year group/phase • To understand physical body changes	• To recognise cycles of life in nature. • To recognise the natural process of growing older. • To recognise how my body has changed and how it is changing. • To know the correct names for key body parts and understand that some parts of the body are private. • Think about moving on to my new class/year/phase.

Life Skills Challenges:

Year 1: Using a knife and fork, Tying a shoelace, Posting a letter

Year 2: Folding Clothes, Washing Up, Tying a Tie



Teaching and Learning

Learning for Life is an essential part of our educational provision. We have a responsibility to support the children to become responsible citizens of tomorrow, who are equipped with a strong set of values and an understanding of self-care. It provides foundations of school rules and behaviour expectations that ensure the children feel safe.

Learning for Life is enriched through pastoral assemblies, charity initiatives, community partnerships, volunteering projects and intergenerational opportunities.

A range of teaching strategies are used to motivate those who learn primarily through verbal channels and those whose preferred learning style may be more visual or kinaesthetic. Children are encouraged to take responsibility for their own learning and to work together to ensure that they reach a deeper more meaningful understanding of the complex issues involved in developing social, emotional and behavioural skills.

They are encouraged to learn through working in groups of different sizes and solving problems together. We place an emphasis on active learning in the following range of activities.

- Circle time
- Paired / group work
- Imaginative Writing
- Weekly pastoral Assemblies
- Reflection sharing and showing
- Role play and drama
- The use of video and ICT
- Educational visits, visitors and guest speakers
- Structured group work
- Use of puppets and teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Taking part in activities to promote citizenship and fundamental British values e.g. charity fund raising, adhering to our schools HEART values, recognising key British dates of significance, making class rules, being a member of the School Council, taking on roles and responsibilities.

Additional strategies/systems are in place to support the delivery of our Learning for Life (PSHE) curriculum:



- Developing a positive self-image by supporting pupil wellbeing
- Responsibility for behaviour in all aspects of school life through an individual / whole class reward systems and Celebration Assembly
- Taking extra responsibility and having an awareness of how democracy works through voting for School Council and Eco Council members
- Introducing each Jigsaw Unit in half-termly Assemblies (Member of SLT at the start of every unit)

In addition to the specific Jigsaw Assemblies, the themes of our Learning for Life curriculum will be evident in many assemblies throughout the academic year. These assemblies provide opportunities to enhance the children's' spiritual, moral, social and cultural development, promoting the school's values and celebrating achievement. Children in all year groups join together for a whole school celebration assembly on Fridays where pupils' individual achievements are recognised through receiving a certificate (2 pupils per class per week). (See Collective Worship Policy)

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, Learning for Life is incorporated into the area of learning Personal, Social and Emotional and Development (PSED). Elements of this area of learning are implicit in the organisation and delivery of the whole EYFS curriculum. Activities are chosen from the Jigsaw Scheme and presented in an age-appropriate way during weekly Circle Times. On a daily basis, EYFS staff also provide the pupils with experiences and support which will help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive attitude to towards their learning. The revised 2021 framework and the corresponding Early Learning Goals under the headings of self-regulation, managing self and building relationships are all considered when staff plan for the year group.

Planning

Planning is in three phases (long-term, medium-term and short-term). Our long-term plan (scheme of work) maps the topics studied and on-going and key objectives for each term in each year group. Medium and short term plans give details of specific activities and particular adaptations required for individual children or groups. As appropriate, and to meet the needs of specific issues which may arise within any particular class/year group, some classes may alter aspects of their provision, so as to address these specific needs.



Differentiation

At WCPS, we tailor learning to suit all children including supporting and extending pupils with SEND. In Learning for Life (PSHE) lessons, the needs of these children are supported through the use of visual cues, group work, discussion, differentiated work and through teacher support. Where necessary relevant EHCP/ISP information relating to a pupil will be incorporated into planning.

The Jigsaw Scheme is written as a universal core curriculum provision for all children. Teachers will tailor each unit to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Partnership with Parents

WCPS recognises that parents and carers are children's first and most influential educators. We value the importance of working in partnership with families to support pupils' personal development, wellbeing and safeguarding.

Information about the Learning for Life curriculum is shared with parents through curriculum information, newsletters, workshops, meetings and direct communication. Through these channels, parents are supported in reinforcing key messages at home and are encouraged to engage in discussions that further develop their child's understanding of relationships, wellbeing, personal safety and healthy lifestyles.

Weekly pastoral newsletter contributions, parent workshops and regular communication provide opportunities for parents to engage with topics being explored through the Learning for Life curriculum.

WCPS welcomes feedback from parents and works collaboratively with families to ensure that Learning for Life provision reflects the needs of our pupils and community.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning in all subjects including Learning for Life (PSHE). It checks that learning is taking place and shows what learners can do well, and where and how they can do better. It allows starting points to be established and progress to be recognised and celebrated. It informs the next steps and priorities for both teachers and learners. Its purpose is to



highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

To be successful independent learners, the pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare their progress against their own starting points or that of others or to measure their progress with reference to external standards, such as end of key stage statements.

Teachers in KSI assess the children's' progress in Learning for Life in a variety of different ways:

- By making informal judgements as they observe them during the course of the school day.
- By making more formal assessments of their work and interactions with others against the specific learning objectives set out in the Jigsaw scheme of work.
- Through self- assessment or peer assessment.

In the EYFS, staff make assessments during adult led and child-initiated activities. These observations are linked to the Early Learning Goals within the PSED area of learning and subsequently next steps in the pupils' learning are planned. At the end of the school year the pupils are assessed against the PSED Early Learning Goals from the revised 2021 EYFS framework.

Progress in Learning for Life (PSHE) /PSED is reported to parents in line with other curriculum subjects in an end of academic year report. The Learning for Life coordinator (Pastoral Deputy Head) will amass evidence of learning from all three-year groups.

Monitoring and review

The Learning for Life coordinator is responsible for monitoring and reviewing resources required for each year group, supporting other members of staff and keeping up to date with current good practice and passing on information to colleagues.

The impact of the Learning for Life curriculum is monitored through lesson observations, planning scrutiny, pupil voice activities, wellbeing surveys, discussions with staff, parental feedback and safeguarding trends. Findings inform future curriculum development.

The Learning for Life coordinator meets regularly with Heads of Year to discuss and share any pastoral concerns and children of concern are always raised in Staff Meeting or if confidentiality is required, in a separate meeting. The Learning for Life coordinator also annually reviews and updates



the subject policy and creates an action plan for the forthcoming academic year. Class teachers are responsible for planning and teaching the subject as set out in this policy and relevant schemes of work.

Safeguarding

Our schemes of work for Learning for Life place great emphasis on developing the pupils' awareness of how to stay safe. This may be through information shared about basic personal safeguarding e.g. The Pants Rule (NSPCC) or through activities linked to personal safety and seeking help. In line with the statutory guidance contained in Keeping children Safe in Education (2024), the school places emphasis on recognising and dealing with peer-on-peer abuse. To this end, Anti-Bullying week, takes place in November each year as Extra Kind Week due to the age of our learners. Activities are planned around a theme to instil confidence in responding to and reporting unkind behaviour whether at school, at home or online (see Safeguarding policy). Workshops are arranged for children and parents during e-safety week to support children to make sensible choice while online.

Through Learning for Life, pupils are taught how to recognise trusted (safe) adults, seek help, understand consent in age-appropriate ways, recognise inappropriate behaviour, and develop the confidence to speak out about concerns affecting themselves or others.

The Prevent Duty

From 1st July 2015 all schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. Although the pupils are still very young, the school has a responsibility to build children's resilience to radicalism by promoting British values and providing a safe environment for debating controversial issues and participate in decision making. Learning for Life can be an effective way of providing the pupils with time to explore sensitive or controversial issues in an age appropriate way. Thus, equipping them with the knowledge and skills to understand and manage difficult situations. Learning for Life can be used to teach pupils how to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.



Equal Opportunities

All pupils have an entitlement to access the Learning for Life curriculum. They will all have access to appropriate resources within the school. These will reflect a multicultural society, without stereotyping or discrimination. The pupils will be given the opportunity to participate in all activities regardless of the protected characteristics in the Equality Act 2010. Protected characteristics are identified as:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Teaching materials and discussions are carefully selected to reflect the diversity of modern Britain. Pupils learn about different families, cultures, faiths, backgrounds and life experiences in an age-appropriate manner which promotes respect, inclusion and belonging.

Links with other policies and documentation

- Behaviour and Relationships Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- RSE (Relationships Education) Policy
- Computing Policy
- The Prevent Duty
- Equality Act – 2010