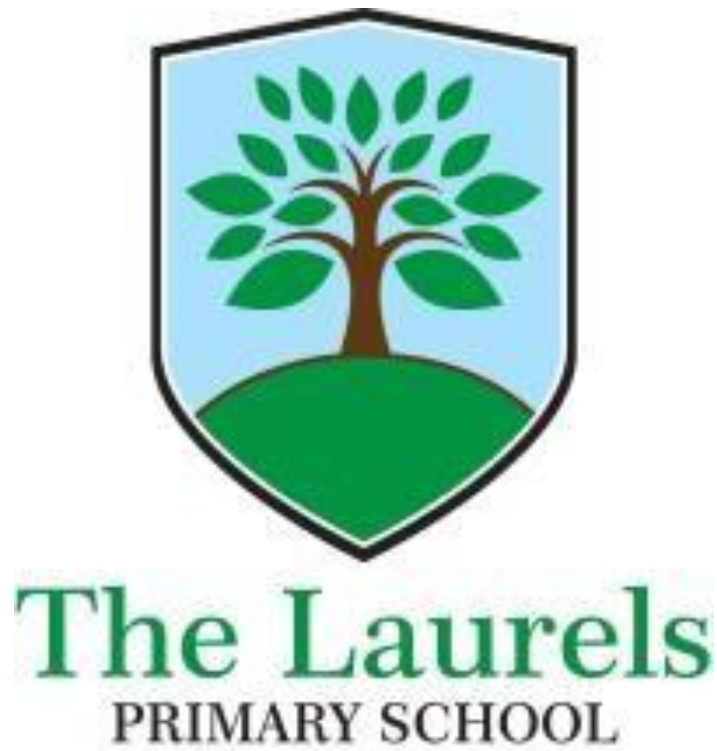




Learning for Life Policy

2026/2027

PSHE and RHE

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1. Statement of intent

At The Laurels, our vision is to have uncompromising aspirations for every individual and for our school to be an exceptional and inspirational community of lifelong learners. Our Learning for Life curriculum is central to achieving this vision.

We call Personal, Social, Health and Economic education (PSHE), including Relationships and Health Education, **Learning for Life** because we believe it provides essential preparation for life within and beyond school. We want every pupil to develop the knowledge, skills, vocabulary and confidence to understand themselves and others, build positive and respectful relationships, make informed decisions, stay safe and healthy and contribute positively to their community.

Our curriculum reflects our belief that getting better never stops. Through Learning for Life, pupils learn to be responsible, resilient and reflective: taking increasing responsibility for their choices and wellbeing, responding positively to challenge and change, and reflecting on their actions, relationships and experiences.

We are ambitious for every pupil. Learning for Life is an entitlement for all, including pupils who are disadvantaged, have SEND or face other barriers or vulnerabilities. Teaching is inclusive and accessible while maintaining high expectations, so that pupils develop not only important knowledge but the confidence and ability to apply it in real-life situations.

Our curriculum is both planned and responsive. A carefully sequenced curriculum establishes what all pupils need to know, while our understanding of our pupils and community enables us to respond to emerging needs. Pupil voice, safeguarding and pastoral information, behaviour patterns, parent and carer feedback, and relevant local and national issues inform where learning may need to be strengthened, adapted or revisited.

Through Learning for Life, we aim for pupils to become increasingly able to:

- develop safe, healthy, respectful and positive relationships;
- understand and manage their physical health, mental wellbeing and emotions;
- recognise risk, make informed choices and know how to keep themselves and others safe, including online;
- understand personal boundaries, privacy and how to seek help when something does not feel right;
- communicate confidently, resolve difficulties and manage relationships constructively;
- understand and respect difference, challenge prejudice and contribute positively to an inclusive community;
- develop a positive sense of themselves, recognising their strengths, responsibilities and potential;
- make increasingly independent and responsible decisions, including in relation to their economic wellbeing;
- understand their rights and responsibilities and participate positively in school, their community and modern Britain; and
- know when, where and how to seek help, and have the confidence and vocabulary to do so.

Learning for Life extends beyond individual lessons. Through the taught curriculum, our safeguarding culture, relationships, assemblies, enrichment and wider opportunities, we aim to develop pupils who know how to keep themselves safe and healthy, respect and understand others, make responsible choices, seek help when they need it and are well prepared to thrive in their next stage and later life.

2. Policy scope

Children are growing up in an increasingly complex and rapidly changing world, both online and offline. At our school, Learning for Life provides pupils with the knowledge, skills and understanding they need to navigate this world safely and confidently, develop healthy and respectful relationships, make informed choices and prepare for their future.

This policy sets out our approach to Personal, Social, Health and Economic education (PSHE), statutory Relationships Education and Health Education, and non-statutory Sex Education, which together form our Learning for Life

curriculum. It should be read alongside our policies for safeguarding and child protection, behaviour, SEND, equality, anti-bullying and online safety.

Learning for Life forms part of our wider approach to personal development. The taught curriculum works coherently with our school values, safeguarding culture, assemblies, enrichment and wider opportunities so that pupils are supported to achieve, belong and thrive. Provision is ambitious for all and responsive to the needs and context of our pupils and community.

3. Statutory duties and framework

The Laurels provides Learning for Life within a broad and balanced curriculum and has regard to the Department for Education's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised in 2025 and statutory from 1st September 2026.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under the Children and Social Work Act 2017, require:

- Relationships Education to be taught to all pupils receiving primary education; and
- Health Education to be taught to all pupils in state-funded primary schools.

Our Learning for Life curriculum also supports the school's wider statutory responsibilities to promote pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of later life.

In planning and delivering Learning for Life, The Laurels has due regard to relevant statutory duties and guidance, including:

- the Education Act 2002;
- the Children and Social Work Act 2017;
- the Equality Act 2010;
- Keeping Children Safe in Education;
- the SEND Code of Practice;
- the Prevent duty; and
- the National Curriculum for Science.

Learning for Life supports our safeguarding and equality duties by ensuring pupils progressively develop the knowledge and skills needed to recognise risk, build healthy and respectful relationships, understand and respect difference, make informed decisions and seek help.

The school ensures that statutory content is carefully sequenced, age-appropriate, inclusive and accessible to all pupils, including those with SEND and those who may face additional barriers or vulnerabilities. Statutory entitlement is not reduced because of a pupil's background or additional needs; teaching is adapted so that all pupils can access and apply essential learning.

4. Definitions

4.1 Personal, Social, Health and Economic Education (PSHE)

PSHE is the wider curriculum through which pupils develop the knowledge, skills and attributes they need to manage their lives now and in the future. At The Laurels, PSHE encompasses statutory Relationships and Health Education alongside wider learning including economic wellbeing and preparation for later life.

4.2 Relationships Education

Relationships Education provides pupils with the knowledge and skills that form the foundations of positive relationships. Pupils learn about families and friendships, kindness and respect, boundaries and privacy, recognising healthy and unhealthy relationships, staying safe on and offline, and how and where to seek help.

- *Relationships Education is statutory for all primary pupils and parents cannot withdraw their child from this teaching.*

4.3 Health Education

Health Education develops pupils' understanding of physical health and mental wellbeing and enables them to make informed decisions about their health. This includes learning about emotions and mental wellbeing, healthy lifestyles, health and prevention, basic first aid and the changing adolescent body, including puberty.

- *Health Education is statutory and parents cannot withdraw their child from this teaching.*

4.4 Sex Education

The Department for Education recommends that primary schools provide an age-appropriate Sex Education programme which prepares pupils for the changes of adolescence and supports their transition to secondary school. At The Laurels, Sex Education is defined as teaching about human sexual reproduction which goes beyond statutory Relationships Education, Health Education and the National Curriculum for Science.

In Year 6, pupils complete Kapow's *How do people become parents and carers?* unit. The Laurels adapts the organisation of this unit so that statutory Relationships and Health Education is clearly distinguished from additional, non-statutory Sex Education.

At The Laurels, **Lessons 2, 3 and 4 constitute our non-statutory Sex Education provision.** These lessons develop pupils' age-appropriate understanding of human conception, pregnancy and birth and include learning about different ways in which a child may be conceived, including through IVF and surrogacy, and consent in the context of sexual activity, including the legal age of consent.

Lessons 1, 5 and 6 develop pupils' learning about correct anatomical terminology, the responsibilities associated with caring for a baby, consent and personal boundaries. **These form part of our wider statutory Relationships and Health Education provision and are not subject to parental withdrawal.**

Parents and carers have the right to withdraw their child from **Lessons 2, 3 and 4.** They do not have the right to withdraw their child from statutory Relationships Education, Health Education, safeguarding and personal safety education, or relevant National Curriculum Science.

Teaching about puberty, menstruation, changing bodies, relationships, personal boundaries, privacy, appropriate and inappropriate contact, keeping safe and relevant National Curriculum Science content is not defined as withdrawable Sex Education.

This approach also applies where a pupil asks a question about content that falls outside the school's planned Sex Education curriculum or from which they have been withdrawn. The priority will be to support the pupil appropriately without undermining the parent's right of withdrawal.

Parents do not have the right to withdraw their child from:

- Relationships Education;
- Health Education, including puberty;
- safeguarding and personal safety education; or
- relevant National Curriculum Science.

Parents wishing to withdraw their child should contact the Headteacher. The Headteacher or a member of the Senior Leadership team will meet with the parent or carer to discuss the request, clarify which curriculum content is

withdrawable and explain the purpose and benefits of the teaching. Following this discussion, a request to withdraw a primary-aged pupil from non-statutory Sex Education will be granted.

A record of the request and discussion will be maintained. Pupils who are withdrawn will receive appropriate and purposeful alternative education during the lesson and will be treated sensitively so that withdrawal does not result in stigma or disadvantage.

5. Roles and responsibilities

High-quality Learning for Life is a shared responsibility. Leaders ensure that the curriculum is ambitious, statutory requirements are met and provision is evaluated for its impact on pupils.

5.1 Governors

The governing body will ensure that:

- statutory Relationships and Health Education requirements are met;
- Learning for Life is well led, planned, resourced and regularly evaluated;
- provision is inclusive and accessible, including for pupils with SEND and those facing additional barriers;
- parents and carers receive clear information about curriculum content and their rights; and
- leaders are held to account for the quality and impact of provision.

5.2 Headteacher and Senior Leaders

The Headteacher and senior leaders are responsible for ensuring that Learning for Life is given appropriate priority within the curriculum and wider personal development programme. They ensure that statutory requirements are met, staff are appropriately supported and trained, and curriculum provision responds effectively to the needs of pupils and the school community.

5.3 Learning for Life Subject Leader

The subject leader is responsible for:

- maintaining an ambitious, coherent and progressive curriculum;
- ensuring full statutory coverage;
- supporting staff knowledge and confidence;
- monitoring the quality of teaching, learning and assessment;
- using monitoring, pupil voice and relevant school information to identify strengths and priorities;
- ensuring curriculum adaptations respond appropriately to emerging local and pupil need; and
- evaluating the impact of provision, particularly for disadvantaged pupils, pupils with SEND and those facing additional barriers.

5.4 Teachers

Teachers are responsible for delivering Learning for Life regularly and effectively. They will:

- teach planned content accurately, sensitively and confidently;
- establish a safe and respectful environment for discussion;
- check pupils' understanding and address misconceptions;
- adapt teaching so that all pupils can access essential learning without reducing ambition;
- respond appropriately to questions and safeguarding concerns; and
- use assessment to identify what pupils know, understand and can apply.

6. Parents and carers

6.1 Partnership and consultation

Parents and carers are the first educators of their children and are important partners in Learning for Life. We are committed to an open and transparent approach which enables families to understand what is taught, when it is taught and why it is important.

In preparation for the revised statutory guidance and curriculum, The Laurels consulted parents and carers about our Learning for Life provision. Feedback was considered alongside statutory requirements, pupil need and our school context and has informed the development of our curriculum and policy.

We will continue to engage with parents and carers when reviewing our provision. Consultation provides an important opportunity to listen, respond and strengthen our curriculum while ensuring that all pupils receive their statutory entitlement and the knowledge they need to stay safe, healthy and prepared for later life.

6.2 Curriculum transparency

We will ensure parents and carers can:

- access this policy and our Learning for Life curriculum;
- understand the content taught within their child's year group;
- view, on request, all curriculum materials used to teach Relationships, Health and Sex Education, and be provided with representative examples of resources where appropriate;
- ask questions or discuss concerns with the school; and
- clearly identify any non-statutory Sex Education and understand their right to withdraw from this content.

Before the final year of primary school, parents and carers will be consulted about the detailed Sex Education content to be taught. They will be given opportunities to understand the content and resources used and offered support in discussing this learning with their child at home.

Our aim is to work constructively with families so that school and home can support pupils in developing the knowledge, confidence and understanding they need to stay safe, build positive relationships and thrive.

7. The Learning for Life Curriculum

7.1 Curriculum design

Learning for Life is taught through a progressive and carefully sequenced curriculum, using the updated Kapow Primary RSE and PSHE scheme as the principal resource for planning and teaching. The curriculum builds cumulatively from pupils' prior learning, revisiting important concepts with increasing depth as pupils mature.

Our curriculum overview, progression documents and statutory Relationships and Health Education coverage are published on the school website alongside this policy.

Kapow provides the core curriculum structure; however, provision at The Laurels is not limited to a published scheme. Leaders ensure that the curriculum reflects our pupils, our community and the world in which children are growing up.

Our curriculum is informed by:

- statutory Relationships and Health Education requirements;
- pupils' prior knowledge and identified needs;
- pupil voice and assessment;
- safeguarding, behaviour and pastoral themes;
- the needs of disadvantaged pupils, pupils with SEND and other vulnerable groups;
- parent and carer consultation;
- relevant local and national information; and
- emerging issues affecting children's lives, including those arising online.

Where evidence identifies a need, content may be adapted, strengthened, revisited or supplemented. This ensures that the curriculum remains ambitious, relevant and preventative while maintaining a clear and coherent progression of essential knowledge and skills.

7.2 Curriculum entitlement

Learning for Life is taught weekly as a discrete curriculum subject, with additional teaching provided where appropriate in response to identified need. Important knowledge and skills are also reinforced through assemblies, safeguarding education, the wider curriculum and wider opportunities for personal development.

Every pupil is entitled to high-quality Learning for Life provision. Adaptations are made where necessary to remove barriers to learning, while ensuring that pupils continue to access the knowledge and experiences they need for their long-term safety, wellbeing and success.

8. Inclusive and accessible Learning for Life

Learning for Life is an entitlement for every pupil. We are ambitious for all pupils, including those who are disadvantaged, have SEND, are known to social care or face other barriers or vulnerabilities.

We recognise that some pupils may require additional support to access, understand and apply Learning for Life. Teachers use their knowledge of pupils, alongside advice from the SENDCo, DSLs and subject leader where appropriate, to make well-targeted adaptations. These may include:

- pre-teaching or revisiting key concepts and vocabulary;
- visual, concrete or simplified resources;
- additional adult support or carefully considered grouping;
- opportunities to rehearse and apply learning;
- adapting the pace or method of delivery; and
- additional or individualised teaching where necessary.

Adaptation does not mean reducing pupils' entitlement or ambition. Particular consideration is given to knowledge that pupils need for their long-term safety, wellbeing and independence, recognising that some pupils may be more vulnerable to exploitation, abuse, bullying or unhealthy relationships.

Teachers also consider pupils' individual experiences and circumstances when teaching sensitive content. Where appropriate, teaching is planned with safeguarding and pastoral leaders so that pupils can access essential learning safely, sensitively and without unnecessary exclusion.

We monitor the experiences and outcomes of different groups to ensure that adaptations are effective, barriers are reduced and all pupils benefit meaningfully from Learning for Life.

9. Teaching and learning

Learning for Life is taught with the same high expectations as other curriculum subjects. Teaching develops pupils' knowledge, understanding and skills, while providing meaningful opportunities to discuss, practise and apply learning to situations they may encounter in real life.

9.1 Our approach to teaching

Learning for Life follows The Laurels' approach to effective teaching:

- Check – establish what pupils already know, understand or may have misunderstood;
- Vocabulary – explicitly teach the accurate and age-appropriate language pupils need to understand, communicate and seek help;
- Teach – introduce and explain new knowledge clearly, sensitively and accurately;

- Deliberate Practice – provide opportunities to discuss, rehearse and apply learning through scenarios, role play, reflection, problem-solving and decision-making; and
- Recheck – identify what pupils have understood, address misconceptions and determine where learning needs to be revisited.

Teaching builds on prior learning and avoids assumptions about pupils' personal experiences. Teachers distinguish appropriately between fact, opinion and belief and ensure that sensitive or complex issues are presented accurately and objectively.

9.2 A safe learning environment

Teachers establish clear ground rules so that pupils can explore sensitive issues safely and respectfully. Pupils are never required to share personal experiences and distancing techniques, such as fictional scenarios, are used where appropriate.

Pupils are taught that they can ask questions and seek support, but that adults cannot promise confidentiality where there is a safeguarding concern. Teachers ensure pupils know who they can speak to and how to access help following sensitive learning. Questions are answered honestly, accurately and in an age-appropriate way.

9.3 Answering difficult questions

There are many sources of information which children can access in this modern world. At The Laurels we want to create a culture whereby children form trusted relationships with key adults in the school and feel able to ask them questions as they arise. This can mitigate against children looking things up online or developing misconceptions by accessing information from unreliable sources. When dealing with difficult questions for an individual, teachers will:

- First, and most importantly, determine the child's current understanding by asking questions such as: "What do you think that word means?" "Tell me what you know already."
- Ensure the discussion takes place in a location and at a time, which safeguards both the staff member and the child.
- Answer responsively according to the child's answer to these questions, and their level of maturity.
- Use scientifically accurate and age appropriate language.
- Have regard to all types of families and relationships when answering and avoid stereotyping.
- Take an objective approach and ensure discussions do not refer to named people including self.
- Discuss with the child safe ways for them to share this information, including who it is and isn't appropriate to discuss it with (for example younger children in the school, younger siblings).
- Finally clarify whether the discussion has met the needs of the child, or whether they have further questions.

Parents will be informed about any discussion a teacher has with a child about this sensitive subject.

On some occasions the member of staff may need time to consider their approach to a question and it is appropriate to tell the child that you will come back to them within the same day. On these occasions it is advisable to talk to the subject leader for advice or sources of information.

During whole class teaching sessions, clear parameters will be established from the outset using a code of conduct, to safeguard against:

- Children and staff feeling unsafe or uncomfortable;
- Personal information being shared by either staff or children;
- Misinformation being shared or misconceptions arising;
- Discriminatory behaviour.

10. Safeguarding, wellbeing, equality and safety

Learning for Life is an important part of The Laurels' safeguarding culture. Pupils are progressively taught the knowledge, vocabulary and skills they need to recognise risk, establish appropriate boundaries, keep themselves safe, identify when something is wrong and seek help for themselves or others. This includes their experiences both online and offline.

Learning for Life also supports pupils to understand and protect their physical and mental wellbeing. Pupils learn that seeking help is a positive action and are regularly reminded of the trusted adults and sources of support available to them.

We promote equality, respect and an understanding of difference. Teaching reflects the diversity of families and wider society, challenges stereotypes and prejudice, and enables pupils to discuss different views respectfully. Discriminatory or prejudiced language arising during teaching will be appropriately challenged and addressed in accordance with school policy.

Staff recognise that sensitive content may be particularly significant for individual pupils and plan accordingly. Pupils are never required to disclose personal experiences during lessons.

Learning for Life may lead to a pupil making a disclosure or raising a safeguarding concern. Staff cannot promise confidentiality and will follow the school's safeguarding and child protection procedures. Any concern about a pupil's safety or welfare will be shared promptly with a Designated Safeguarding Lead.

11. Wider personal development and external partners

Learning for Life extends beyond the taught curriculum and contributes to a coherent whole-school approach to personal development.

Pupils have opportunities to develop and apply their knowledge, character and understanding through:

- assemblies and whole-school events;
- our values of Responsible, Resilient and Reflective;
- enrichment and wider curriculum experiences;
- pupil leadership and opportunities to take responsibility;
- participation in school and community life; and
- learning about democracy, the rule of law, individual liberty, mutual respect and tolerance through the promotion of British values.

These experiences complement rather than replace the planned Learning for Life curriculum and provide meaningful opportunities for pupils to participate, contribute, practise responsibility and develop a sense of belonging. Leaders monitor participation in and access to wider personal development opportunities, particularly for pupils who are disadvantaged, have SEND or face other barriers, and take action where pupils are under-represented or unable to participate fully.

External visitors and agencies may be used where their expertise adds value to planned learning. Visitors are carefully selected and briefed, and their contribution must be appropriate, inclusive and consistent with the school's safeguarding procedures and curriculum aims. External visitors enhance rather than replace teaching by school staff.

The school remains responsible for all content delivered by external providers. Leaders will check providers' credentials and review lesson plans and materials in advance to ensure that they are accurate, age and stage appropriate, unbiased and consistent with this policy. Materials used by external providers will be available for parents and carers to view on request.

12. Assessment, monitoring and impact

Assessment in Learning for Life is purposeful and proportionate. Teachers use questioning, discussion, pupil responses, retrieval and application activities to establish what pupils know, understand and can apply. Assessment

identifies misconceptions and informs subsequent teaching; pupils' personal beliefs, experiences or family circumstances are not assessed.

The Learning for Life subject leader monitors the quality and impact of provision through a range of evidence, which may include:

- lesson visits and work scrutiny;
- pupil voice;
- curriculum and assessment review;
- discussions with staff;
- participation in wider personal development opportunities; and
- relevant safeguarding, behaviour, pastoral and contextual information.

Monitoring considers not simply whether content has been taught, but the difference it makes. Leaders evaluate whether pupils remember and apply important knowledge, know how to keep themselves safe and seek help, develop positive relationships and increasingly demonstrate the confidence, responsibility and resilience needed for later life.

Particular attention is given to the experiences and outcomes of disadvantaged pupils, pupils with SEND, pupils known to social care and others facing barriers to their learning or wellbeing. Findings from monitoring inform curriculum adaptation, staff development and future priorities so that improvement is continuous and its impact can be evaluated.

Staff teaching Learning for Life are supported to develop the subject knowledge, confidence and pedagogical expertise needed to teach sensitive and complex content safely and effectively.

Training is provided through school CPD, the updated Kapow programme, relevant external training and guidance from the Learning for Life subject leader, SENDCo and DSLs. Monitoring and staff feedback are used to identify where further training or support is required.

Staff are expected to seek advice where they are uncertain about curriculum content, sensitive questions, safeguarding implications or appropriate adaptations. Support staff are also made aware of key curriculum messages and agreed approaches, recognising their important role in pupils' wider personal development and safeguarding.

13. Policy development and review

This policy has been developed with regard to the 2026 statutory Relationships Education, RSE and Health Education guidance and following consultation with staff, pupils, parents and carers.

The policy and Learning for Life curriculum will be reviewed regularly by the subject leader and senior leaders, with appropriate governor oversight. Review will consider statutory changes, pupil and parent voice, monitoring evidence, safeguarding and contextual information and the impact of provision on pupils.

Where evidence identifies an emerging need or area for improvement, leaders will adapt provision accordingly. The policy will be reviewed formally annually, or sooner where statutory guidance or significant school need requires it.