Culford School

Learning For Life (LfL) Curriculum

V1.2
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Introduction

At Culford, the Learning for Life Curriculum encompasses both Personal, Social, Health and Economic Education (PSHE) and Relationships, Health and Sex Education (RSHE), in line with Government guidance on statutory content for those in secondary education. It also includes content outside of this including financial literacy, careers, Fundamental British Values, and supports the schools Spiritual, Moral, Social and Cultural provision.

Learning for Life is fundamental to Culford's holistic vision of preparing our pupils for life. We aim to provide every pupil - from our youngest in Reception through to the end of Key Stage 4 and beyond - with the knowledge, skills and attributes required to keep themselves safe, healthy, and prepared for life and work in modern Britain. We recognise that in particular, adolescence is a time when young people undergo major transitions and begin to develop autonomy and independence. At the same time they are expected to cope with: academic and social pressures; changing dynamics in relationships with family and friends; increasing exposure to such 'adult' concerns as the Internet, drugs, drinking, sexual relationships and sexuality. Learning for Life (LfL) gives pupils opportunities to find out about and discuss, in a safe environment, issues that are relevant to their lives.

Curriculum Aims and Principles

The L4L curriculum across all key stages aims to:

Promote Wellbeing: Equip pupils with the knowledge to maintain physical, mental, and emotional health, including digital safety and media literacy.

Foster Healthy Relationships: Build understanding of positive, respectful, and consensual relationships in person and online.

Safeguard Pupils: Provide clear, age-appropriate language regarding consent, bodily autonomy, personal safety, and how to seek help.

Instil Core Values & Inclusivity: Promote respect for diversity, equality, and the Fundamental British Values (democracy, individual liberty, the rule of law, and mutual respect/tolerance).

Prepare for Adulthood & Work: Develop financial capability, career aspirations, and decision-making skills.

LfL is part of the wider school ethos of promoting self-respect for others. This ethos is inherent throughout the school in peer mentoring and the buddy system for new pupils. It also encourages pupils to develop skills vital for positions of responsibility, service and leadership. Pupils are expected to be treated, and to treat each other, in a way that reinforces the messages conveyed in the LfL curriculum. The School is also a member of the PSHE Association.

Pre Prep

In Pre-Prep, Learning for Life is taught through our use of the Jigsaw PSHE programme, we provide children in EYFS and KS1 with a nurturing, age-appropriate approach to developing the knowledge, skills and understanding they need to grow into happy, healthy, confident and caring individuals. Our approach recognises that children's personal, social and emotional development is fundamental to their wellbeing, relationships and readiness to learn. In EYFS, learning is particularly experiential and play-based, with key messages reinforced through everyday routines, interactions and opportunities for independent exploration. As children progress through KS1, they build upon these foundations through increasingly structured discussions, collaborative activities and opportunities for reflection.

The Six Jigsaw Strands

The Jigsaw programme is organised into six half-term themes, known as Puzzles, which provide a progressive approach to PSHE throughout the school.

Jigsaw Puzzle	Key learning focus
Being Me in My World	Belonging, self-awareness, classroom expectations, responsibilities and feeling valued
Celebrating Difference	Respecting individuality, recognising similarities and differences, kindness and positive relationships
Dreams and Goals	Developing confidence, perseverance, resilience, aspirations and pride in achievements
Healthy Me	Physical and emotional wellbeing, healthy choices, personal safety and looking after ourselves
Relationships	Friendships, families, caring for others, managing feelings and seeking help
Changing Me	Growing up, understanding change, recognising feelings and developing age-appropriate awareness of our bodies

These themes are revisited each year, enabling children to build progressively upon their previous learning as their understanding, experiences and maturity develop.

How Learning for Life is delivered in the Pre-Prep

Jigsaw provides a consistent and supportive structure for learning, bringing together PSHE, emotional literacy, social skills and mindfulness.

Sessions are designed to be engaging, interactive and sensitive to children's individual needs. Familiar routines, Jigsaw characters, visual resources and opportunities for calm reflection help create a safe environment in which children feel comfortable sharing their ideas and experiences.

In EYFS, Learning for Life is closely linked to Personal, Social and Emotional Development, Communication and Language, and Understanding the World. Children learn through play, stories, practical activities and meaningful everyday experiences. They develop an understanding of feelings, friendships, personal boundaries, kindness, independence and the importance of caring for themselves and others.

In KS1, these foundations are extended through planned learning opportunities that encourage children to think more deeply about relationships, emotions, responsibilities, healthy lifestyles and personal safety. Children are supported to develop strategies for managing feelings, resolving disagreements, recognising unsafe situations and knowing when and how to ask trusted adults for help.

Importantly, Learning for Life is not confined to individual lessons. Its principles are embedded throughout school life, from classroom routines and playground interactions to assemblies, pastoral care and wider school experiences.

Prep

In Prep School, Learning for Life is timetabled for one hour a week. Schemes of work are made available to all staff allocated to teach the subject and are reviewed regularly. External speakers and cross-curricular opportunities are also linked into the curriculum so that it is not limited to just learning in the classroom.

Senior

From Fourth Form to Upper Fifth, Learning for Life is timetabled for two hours per two-week cycle. It is taught by a small team of teachers and the classes follow the existing Science sets for each year group. The scheme of work is made available to all Learning for Life teaching staff, and they are aware that the lesson order is subject to change throughout the year. Learning for Life is also tied into Pastoral Friday where we have a selection of external speakers covering topics such as healthy relationships, online safety, self-esteem and respect.

Inclusive Provision & Adaptations (SEND)

In line with the Equality Act 2010 and the Independent School Standards Regulations (ISSRs), the L4L curriculum is tailored to ensure full accessibility for all pupils, including those with Special Educational Needs and Disabilities (SEND):

- In lesson teacher adaptation of resources and materials to ensure content is accessible to all pupils
- Use of concrete visuals, Social Stories, and AAC (Augmentative and Alternative Communication) where appropriate.
- Adaptive delivery suited to developmental capability rather than chronological age alone.
- Proactive representations of diverse family structures, cultures, and identities.

Right to withdraw

We value strong partnerships with parents and carers. The school aims to provide transparent information about the L4L curriculum prior to delivery.

There are elements of the RE and RSE curriculum in which parents have a right to withdraw. This is covered in the school's standalone RSE policy. A summary of parental rights is covered below. All other Learning for Life content is covered under the school's terms and conditions with regards to pupil participation.

RSE statutory vs optional provision:	
No Right to Withdraw (Statutory)	Right to withdraw
• Primary (YR - Y6) Relationships Education • Secondary (Y7 - Y11) Relationships Education • All Health Education • National Curriculum Science	• Primary Non-Science Sex Education • Secondary Sex Education (Up to 3 terms before 16)

Assessment, Monitoring and Governance

- **Assessment for Learning:** Pupil progress in PSHE is assessed through baseline tasks, self-reflection, group discussions, and portfolio entries. There are no formal external exams, but progress is reported in Prep School and Senior school through the schools' reporting framework.
- **Quality Assurance:** The Heads of Learning for Life across the schools monitor the teaching quality through lesson observations, learning walks, pupil voice panels, and work scrutiny and report directly to each school's Senior Leadership Team.
- **Policy Review:** This policy is formally reviewed every year by the Heads of Learning for Life, DSL team, and ratified by the Board of Governors to reflect evolving statutory updates, school needs, and pupil feedback.