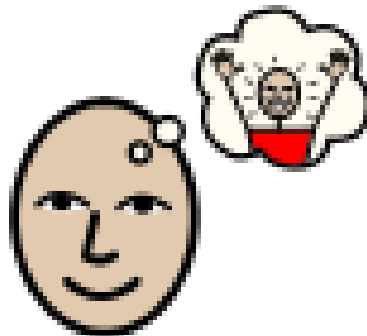




# JOSEPH PAXTON CAMPUS

## Learning for Life (LFL) Policy



Adopted as Live Working Document Autumn 21 Ref 17.21

Adopted March 22 (Ref 11.22)

Review date Spring 2025

## **Statement of intent**

LFL brings together Personal Social Health Enterprise Education, Physical Education, Working beyond the classroom. Work-Related Learning, Careers, and Financial Capability. At Joseph Paxton Campus, Citizenship, Relationships and Sex Education, Drugs Education and Religious Education also form part of the LFL curriculum and will be detailed in this policy.

LFL education is a planned, developmental programme of learning through which our young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, LFL education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

LFL education equips students to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of LFL education is providing opportunities for young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

LFL education contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied LFL curriculum at our school.

### **Key roles and responsibilities:**

- The governing body has overall responsibility for the implementation and review of the school's LFL Policy.
- The governing body has overall responsibility for ensuring that the LFL Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Joseph Paxton Campus will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their students from RSE education.
- The Deputy Headteacher Sarah Marrion leads the team of staff who all contribute to the planning and delivery of the LFL curriculum. This includes the strategic lead for CEIAG, SMSC, all statutory requirements such as RSE, RE and drugs education and the quality assurance of planning, delivery and book scrutiny.

### **Staffing:**

- **Pauline Hoey** leads on the planning and implementation of the statutory components of Relationships and Sex Education and the overall organisation of the Welsh Board Entry Level 3 qualification 'Personal and Social Development'
- **Helen O'Loughlin** [non LFL teacher] leads on the Careers Development Plan and adherence to the 8 Gatsby Benchmarks and weekly liaison with our external Independent Information and Guidance Partners 'Career Connect.'
- **Barbara Mitchell** leads the KS3 curriculum and planning of our 2 year Religious and Cultural Education Plan.
- **Callum Leach** plans and delivers the Physical Education lessons
- The current additional teaching staff: **Phil Balfour**, **Annette Owen Petkova**, **Sarah Marrion** and **Sofie Steff** all contribute to the planning and delivery of individual modules. Planning and resources are shared between staff.
- The **Learning Mentors** team work in partnership with the teaching staff. Their lessons provide a multitude of purposes. For example; the practical implementation of financial education, visits around our local community, activities that tie in with our assembly themes and general well-being and mindfulness.

## **The LFL curriculum**

The key elements of Social Moral Spiritual Cultural (SMSC) education is blended into all of our schemes of work. Our curriculum is split into the areas of

### **KS3 programme of study:**

The students are assessed on the 6 Key skills areas of :

- Teamwork
- Learning
- Coping with problems
- Use of IT
- Use of English
- Use of Maths

We have a 3 year programme of study which explores the themes of:

- Identity
- Community
- Health
- Citizenship
- Environment
- Personal Finance
- Enterprise
- Values
- International

## **JPC KS3 Learning For Life Assessment & Certification**

A maximum of 12 modules can be taught in a 3 year KS3. The certificate system is designed to allow all students to be accredited for their work. It is possible that all students will receive a certificate. Only fully completed modules will be accredited and acknowledged on the certificate.

We report on the key skills covered and the % of coursework completed. Students' completion of modules will be logged on a central spreadsheet in the LFL curriculum area.

The KS3 curriculum also covers the statutory areas of CEIAG, RSE and drugs and alcohol education. The number of modules we have chosen also allows us the flexibility for including project-based learning such as the Global Schools Network and other cultural and creative projects.

See below an example of the academic Year 21-22. This includes our Religious Education content and partnership work.

### KS3 LEARNING FOR LIFE LONG TERM PLANS Sept 2021-July 2022

#### (R.E. CONTENT)

#### Joint project with Global Schools Network

|           | YR 7,8,9  | VISITS/VISITORS               | Possible activities for mentor time   |
|-----------|---|-------------------------------|---|
| <b>1a</b> | IDENTITY – Module 1<br>Task 1,11<br>Write your own profile<br>Preparation of information for Share a Heart project          |                               | Task 3 - Guide for new pupils to JPC<br>Task 8 – Make a list of information about yourself to discuss with the group and update it based on their feedback.         |
| <b>1b</b> | INTERNATIONAL -<br>Module 9<br>Task 1,4,14<br>Writing pen friend letters<br>DIWALI – 4 November<br>HANNUKAH – 28 Nov -6 Dec | Visit a place of worship      | Task 8 Do a survey of foods around the world.<br>Task – Prepare a simple traditional meal from a country of your choice<br>Share a Heart project with Art           |
| <b>2a</b> | PERSONAL FINANCE –<br>Module 6<br>Task 2,15<br>Chinese New Year 1 February  | Visit to China Town Liverpool | Task 5 -Write a simple budget for yourself<br>Task 6- Plan a weekly supermarket shop.   |
| <b>2b</b> | ENTERPRISE – Module 7<br>Task 1,2,9<br><br>(RAMADAN 2 April)<br>EASTER 17 April   | Enterprise Week               | Task 13, 14, 15 Discuss a new project.<br>Plan something useful for your school, classroom etc<br><br>Painting eggs.  |
| <b>3a</b> | VALUES - Module 8<br>Task 6,14,12<br><br>EID 2-3 May  | Visit to a supermarket        | Task 7 –Carry out research to learn about chosen religions<br>Task 8 – Visit a local place of worship<br><br>Importance of food in religions<br>Make a card for Eid |
| <b>3b</b> | HEALTH<br>Task 1,2  |                               | Task 9 –Research the meaning of different road signs.<br>Describe the main safety requirements for a bicycle to be in a roadworthy condition                        |

## KS4 curriculum

Our KS4 curriculum is split into the areas of: Statutory areas of study, The Pathways Qualification, Careers Education including 'Preparation for Work', LFL Mentor time and Physical Education. [PE is managed by the STEM department.] However, there are times where we seek to work in partnership with PE in order to deliver the practical element of 'Healthy living' and 'well-being'. The pathways qualification guidance informs our assessment criteria for those modules of work in Year 10 and 11.

The WJEC Level 3 Pathways Qualification on Personal and Social Education covers the core modules of:

- Working as part of a group
- Managing own money
- Community Action
- Healthy Living
- Developing Self
- Working Towards a Goal
- Preparation for Work

Each module is worth 2 credits. The students must achieve a minimum of 8 credits in order to achieve the award. The qualification is internally moderated and a sample is then a requested sample is sent for external verification from the Welsh Board.

The Gatsby Benchmarks leads our monitoring of CEIAG and other key life skills.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



Students completion of these opportunities is logged from KS3. *The teachers initials refer to the member of staff responsible for each area)*

|                         |                    |                       |                |          |          |                         |         |          |                  |                         |                    |               |
|-------------------------|--------------------|-----------------------|----------------|----------|----------|-------------------------|---------|----------|------------------|-------------------------|--------------------|---------------|
| 1,8                     | 3,8                | 1,2,3,4               | 1,3,4,5,7      | 7        | 7        | 4,7                     | 5,6     | 5,6      | 3                | 3                       | 1,2                | 3             |
| HOL                     |                    |                       | HoH            |          |          |                         |         |          |                  |                         |                    |               |
| Career Connect workshop | Career Connect 1:1 | Career Connect Portal | Mock Interview | FE Visit | Uni Trip | FE/He visitor in school | WRL Ex. | Work Ex. | Residential Trip | Ind. Travel Bus / Train | Financial Literacy | Personal Care |

We also provide opportunities for work related qualifications. This enables students to start to build a CV and prepare themselves for the workplace.

| <b>QUALIFICATIONS</b><br><b>SM</b> |                 |     |
|------------------------------------|-----------------|-----|
| Basic Food Safety & Hygiene        | Basic First Aid | CPR |

We also log the statutory areas that this subject area is required to teach.

| <b>STATUTORY AREAS</b><br><b>PH</b> |           |    |
|-------------------------------------|-----------|----|
| RSE                                 | DRUG & AL | RE |

For students who have not had the opportunity to complete all of these areas -whether due to attendance or their start date. We offer catch-up sessions that cover these areas including RSE and Drugs education. This is offered to Year 11 just after the summer exam season.

### **Learning Mentors:**

Below is a list of the key aims and objectives the mentors hope to deliver in their sessions.

- an ideal opportunity for the mentors to promote positive mental health
- promoting resilience, self-esteem and self-worth in an environment conducive to learning
- we want to build independence e.g. travel training, out and about in the community
- provide opportunities to self-soothe and reflect on past experiences in order to move forward and concentrate on the positives without dwelling on the negative.
- to support students to re-engage in school life and routines
- All of this done by 'stealth' in a fun, informal way

### **Sex and Relationships Education (SRE)**

**Government Statutory Guidance on Relationships and sex education (RSE) and health education:**

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance_publishing.service.gov.uk)

Staff use BROOK resources with support from HSIS and the School Nurse to deliver our RSE education. We also use Stonewall and PROUD resources.

Letters are always sent home to parents regarding these curriculum elements and students do have the choice of opting out, should they wish to.

## **Within the Science curriculum**

### **KS3**

Yr7& 8 cover an Animal reproduction topic in January every other year, including:

- Male and female reproductive organs
- Puberty and the menstrual cycle
- Sexual intercourse and fertilisation
- Pregnancy and birth
- Infertility

Yr7& 8 cover Variation and classification topic in May every other year, including:

- Inheriting genes
- Inherited diseases – haemophilia and cystic fibrosis
- Cloning and its ethics

Yr9 cover Inheritance topic in January every year, including:

- Genes and DNA
- Inheriting genes

### **GCSE**

Yr11 cover Reproduction, Variation and Evolution in September every year, including:

- Sexual reproduction
- Fertilisation
- DNA and inheritance
- Inherited disorders – cystic fibrosis and polydactyl
- Screening embryos for genetic disorder

## **Drugs and alcohol education**

All LFL teaching staff and Learning Mentors have attended on-line training delivered by Lea Sloane the LA's drugs advisory lead. The staff use the 'Christopher Winter Resources pack as advised by the LA.

<https://cwpresources.co.uk/home/>

- All students will receive regular guidance on drugs and alcohol as part of the LFL curriculum.
- The majority of the drugs education students will receive will be delivered in a class room setting by JPC staff
- Lea Sloane, (Wirral Schools Drug Adviser, Teen Team 0-19 Health & Wellbeing Service) has trained staff and continues to work with the LFL co-ordinator to ensure up-to-date knowledge and teaching resources for staff supporting students.
- Lessons will be delivered as appropriate to the age and phase of the students and will be differentiated according to individual learning styles. These will largely be based on the Christopher Winter Programme which staff have been trained on.
- Where appropriate, visitors and external speakers will join us to lead classes on drug and alcohol misuse.



- Individual appointments with the school nurse and/or Health Services in Schools will be arranged for students as and when required.
- Due to the nature of students at JPC, we will focus education in this area on specific issues relating to ASC, prescription drugs and other medical issues affecting students.
- In alternate years YR7 & 8 study the effects of alcohol and drugs as part of the science curriculum.

Please also see our school **Drugs and Alcohol Policy** for more information on

## **Religious Education**

We use the Wirral Sacre Syllabus to guide and support our planning and delivery of religious education

<file:///S:/CURRICULUM/RE/WIRRAL%20SACRE%20SYLLABUS/RE%20Syllabus%20vis.pdf>

We have planned a 2 year rotation of celebrations to ensure we cover a wide variety of cultural and religious occasions and reflect all members of our community at both a local and world level.

This is delivered via: Mentor time, form time assemblies and activities. We deliver in a style of 'Ethics – The Big Idea' as outlined in the Wirral Sacre Syllabus. See below of an example of a 2 year rotation:

### **ACADEMIC YEAR 2021-2022**

#### **Term 1b**

##### **October**

|          |                             |
|----------|-----------------------------|
| Hinduism | Diwali – Festival of Lights |
|----------|-----------------------------|

##### **December**

|        |         |
|--------|---------|
| Jewish | Hanukka |
|--------|---------|

#### **Term 2a**

##### **April**

|              |        |
|--------------|--------|
| Christianity | Easter |
|--------------|--------|

#### **Term 3a**

##### **May**

|         |                    |
|---------|--------------------|
| Buddism | Wesak – Buddha Day |
|---------|--------------------|

#### **Term 3b**

|               |                       |
|---------------|-----------------------|
| All religions | Prayer and reflection |
|---------------|-----------------------|

## **ACADEMIC YEAR 2022-2023**

### **Term 1a**

Sikhism

### **Term 2a**

#### **January**

Chinese New Year                      Year of the rabbit

### **Term 2a**

#### **April**

Christianity                              Easter

### **Term 3a**

#### **April**

ISLAM                                      Ramadan & Eid

### **Term 3b**

Humanism

We at Wirral Hospitals' School pride ourselves in our outward looking ethos, and commitment to exposing our students to as many external partners as possible. This is all done with the aim to enrich and enhance their life choices. Below is a list of our main partners and organisations we regularly have contact with.

### **Partnerships**

#### **FE Colleges:**

Birkenhead Sixth Form College

Liverpool City College

Wirral Metropolitan College

#### **Universities:**

Chester University

Edge Hill University

Liverpool University

**Community & Professional Organisations:**

All About STEM 'Ask About Apprenticeships'

The Hive

Brook

Career Connect

Edward Kemp Garden

Global Network –links with Kenya

Growth Platform 'Liverpool City Region Careers Hub

Healthy Services in School incl. School Nurse

Open Eye Gallery

Wirral Chamber

Wirral Local Cultural and Education Partnership

Community Organisations:

Birkenhead Park

BLOOM

Pilgrim Street Youth Service

Tom O'Shanter's Farm

Church Farm

**Religious Organisations:**

Birkenhead Islamic Centre

Liverpool Synagogue

Christian Links TBC