



Emanuel School

Life Education Policy

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Contents

1. Introduction	1
2. Fundamental British Values	1
3. Purpose and School Context for Life Education.....	2
4. Equal Opportunities	2
5. Key Principles that underpin the Life Education Provision.....	2
6. Informing Parents.....	3
7. The Use of Visiting Speakers	3
8. Pupils with Additional Educational Needs	3
9. Monitoring and Evaluation.....	3
10. Staff Training.....	3
11. Responding to Current and Relevant Issues.....	4
12. Confidentiality	4
13. Assessment	4
14. Related Policies and Documents	4
Appendix I Emanuel School's Life Education Programme.....	6

1. Introduction

The Education Reform Act of 1988 requires all schools to provide a broadly based and balanced curriculum that promotes the spiritual, moral, social and cultural, mental and physical development of pupils at the school and of society; and prepares pupils for the opportunities, responsibilities and experiences of later life.

The school aims for pupils to become successful learners, confident individuals and responsible citizens. The provision of a comprehensive, developmental Life Education programme, supported by a curriculum that provides opportunities for personal and social development set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practise personal and social education and make real decisions about their lifestyle, and develop the values, skills and behaviours to get on in life is central to the school's response to these requirements.

This policy has been written with guidance from the DfE including statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, Keeping Children Safe in Education (September 2024) as well as the National Curriculum, the Equality Act 2010, the QCA and Teachernet, is in line with The Education (Independent School Standards) Regulations 2014 and follows DfE The Independent School Standards Guidance (2019).

2. Fundamental British Values

Emanuel School actively promotes fundamental British values through the Life Education programme and through the Year 6 and 7 Ethos syllabus, namely:

- **Democracy:** Respect for democracy and support for participation in the democratic process.
- **The rule of law:** Respect for the basis on which the law is made and applies in England.
- **Individual liberty:** Support and respect for the liberties of all within the law.
- **Mutual respect and tolerance:** Support for equality of opportunity for all and respect and tolerance of different faiths, religions and other beliefs.

This policy also reflects the school's responsibilities with regard to the Prevent Strategy.

3. Purpose and School Context for Life Education

Life Education is central to the development of the pupils in the school and reflects the school's aims and ethos. The planned programme is designed to help pupils deal with the challenging moral, social, economic and health related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, education and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Finally, it encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. Please refer to Appendix I for the Life Education programme offered at Emanuel School.

Life Education lessons are prepared and delivered by form tutors following detailed schemes of work provided by heads and deputy heads of section. Alongside form tutors, external expert presenters are utilised to enhance and enrich the Life Education programme.

The Life Education programme is just one part of what the school does to help young people develop the knowledge, education, attitudes and understanding they need to fulfil their potential. The learning provided by the Life Education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, pupil voice and the pastoral system.

The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff in partnership with families. Where appropriate the school encourages their involvement in the programme and the Emanuel Parents' Association regularly provides talks for parents on the topics which their children will have covered.

4. Equal Opportunities

The school promotes the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full Life Education provision. The school promotes social learning and expects our pupils to show a high regard for the needs of others. Life Education is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

5. Key Principles that underpin the Life Education Provision

- The school's Life Education programme recognises that young people will bring prior learning and real-life experiences to the learning. The programme respects and builds on these, reflecting the universal and unique needs of our students. The school liaises with local professional agencies to enable it to prioritise learning within the programme and to ensure its relevance.
- The school provides Life Education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key education through a thematic approach. It is underpinned by the three core themes: health and wellbeing; relationships; and living in the wider world. As part of that programme, pupils will have the opportunity to explore a range of topics such as careers and the world of work, leadership, relationships and sex education, legal and illegal drugs, alcohol and tobacco misuse, risks online (such as gambling, targeted advertising and pornography), finance and economic wellbeing, citizenship (also covered in the Year 6 and 7 Ethos syllabus), healthy eating, personal hygiene, physical and mental health etc.
- Every care is taken to ensure that careers guidance is accurate, up-to-date and presented in an impartial manner, enabling students to make informed choices about a broad range of career options. It also aims to help in encouraging students to fulfil their potential.
- The Life Education programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

- The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles within Life Education, with an emphasis on interactive learning and the form tutor as facilitator.
- Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.
- Life Education encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

6. Informing Parents

Parents are written to at the start of each term with an overview of the life education content for the coming term. A more thorough Life Education newsletter is produced termly to highlight the content in each section of the school. Parents are encouraged to review the content covered through the parent portal on Firefly and to continue discussions with their child at home regarding the themes. Where a particularly challenging or sensitive topic is being addressed, parents will normally be written to in advance of the session to make them aware.

7. The Use of Visiting Speakers

Visiting speakers enrich the Life Education programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the head of section, deputy head of section, the head of year or form tutor are always present to manage the learning.

Teachers need to be selective when making decisions about contributors and must refer to the *Visiting Speaker Policy* and complete the visiting speakers form on Firefly before finalising a speaker. Parents are informed about the visiting speakers through the termly Life Education newsletters and the start of term letters from heads of year.

8. Pupils with Additional Educational Needs

As far as is appropriate, pupils with special educational needs follow the same Life Education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted.

9. Monitoring and Evaluation

The pastoral team (deputy head: pupils/designated safeguarding lead, head of section, deputy head of section and head of year) will monitor the planning, teaching and learning of Life Education regularly. Planning will be monitored termly and observations of teaching will take place annually with feedback given to teachers observed. Focused learning walks take place in every year group annually. The schemes of work and policy will also be reviewed annually. Teachers and pupils will be asked to review the Life Education teaching to offer feedback, inform changes to the programme and to highlight areas where teachers would like further guidance or training.

10. Staff Training

Staff training needs are identified via surveys. Staff are encouraged to feedback on individual lessons and to rate their overall confidence in dealing with specific topics. The school arranges for specialist talks and training on delivering Life Education and a briefing is included at the start of each term as part of the year group pastoral meetings, led by the relevant deputy head of section.

11. Responding to Current and Relevant Issues

Where there is an occurrence or event involving one or more protected characteristics which becomes an issue amongst the pupils, the school will help pupils understand the issues and ensure they respect all with those characteristics. This may involve amending the Life Education schedule to include sessions on particular topics.

The school recognises that it must be considerate when discussing emotive or sensitive topics as for some pupils this could act as a trigger. Heads of year will identify pupils that may be vulnerable and it may be appropriate to permit a pupil to complete alternative supervised work.

12. Confidentiality

Due to the nature of Life Education, pupils' learning may result in them making a disclosure. If any disclosures are made by pupils during or as a result of a Life Education lesson, the school will follow its safeguarding procedures. Staff should also refer to the *Confidentiality Guidance for Staff* for further information.

13. Assessment

Effective assessment allows pupils and teachers to reflect on what has been learnt, increases motivation for future learning and demonstrates impact. In each lesson or series of lessons we include baseline assessment and assessment for learning. Methods of baseline assessment include questioning, mindmaps and discussion. In addition, we have a system of self-reflection at the start of each term. Pupils will complete a self-reflection form to show whether they are confident, somewhat confident or not confident in a statement of learning.

Assessment of learning occurs at the end of a lesson using exit questions and plenary discussion. Pupils may be asked to write down any further questions in a confidential or anonymous way for example using an anonymous form or 'ask-it basket'. Pupils complete quizzes and tests to check their understanding at the end of a series of lessons and pupils are surveyed regularly through the year to assess the level of interest and relevance of a topic.

Review of the self-reflection form enables pupils to consider their progress and future lessons and teaching are adapted accordingly.

14. Related Policies and Documents

Other school policies contribute to the personal, social and emotional development of pupils such as:

- Anti-Bullying Policy
- Career Education Policy
- Confidentiality Guidance for Staff
- Curriculum Policy
- Drugs Policy
- Online Safety Policy
- Mental Health and Wellbeing Policy
- Pastoral Policy and Structure
- Promoting Fundamental British Values
- Pupil Voice Policy
- Religion and Spirituality
- Safeguarding and Child Protection Policy
- Relationships and Sex Education (RSE) Policy
- Visiting Speaker Policy and Procedures

15. Policy Review & Approval

Policy Owner	Deputy Head: Pupils/Designated Safeguarding Lead
Date of last review	September 2024
Approved by	Cabinet: 20 November 2024 Governors' Curriculum Committee: 6 February 2025
Responsible Governor Committee	Curriculum
Date of next review	Autumn 2025

Table of Key Changes

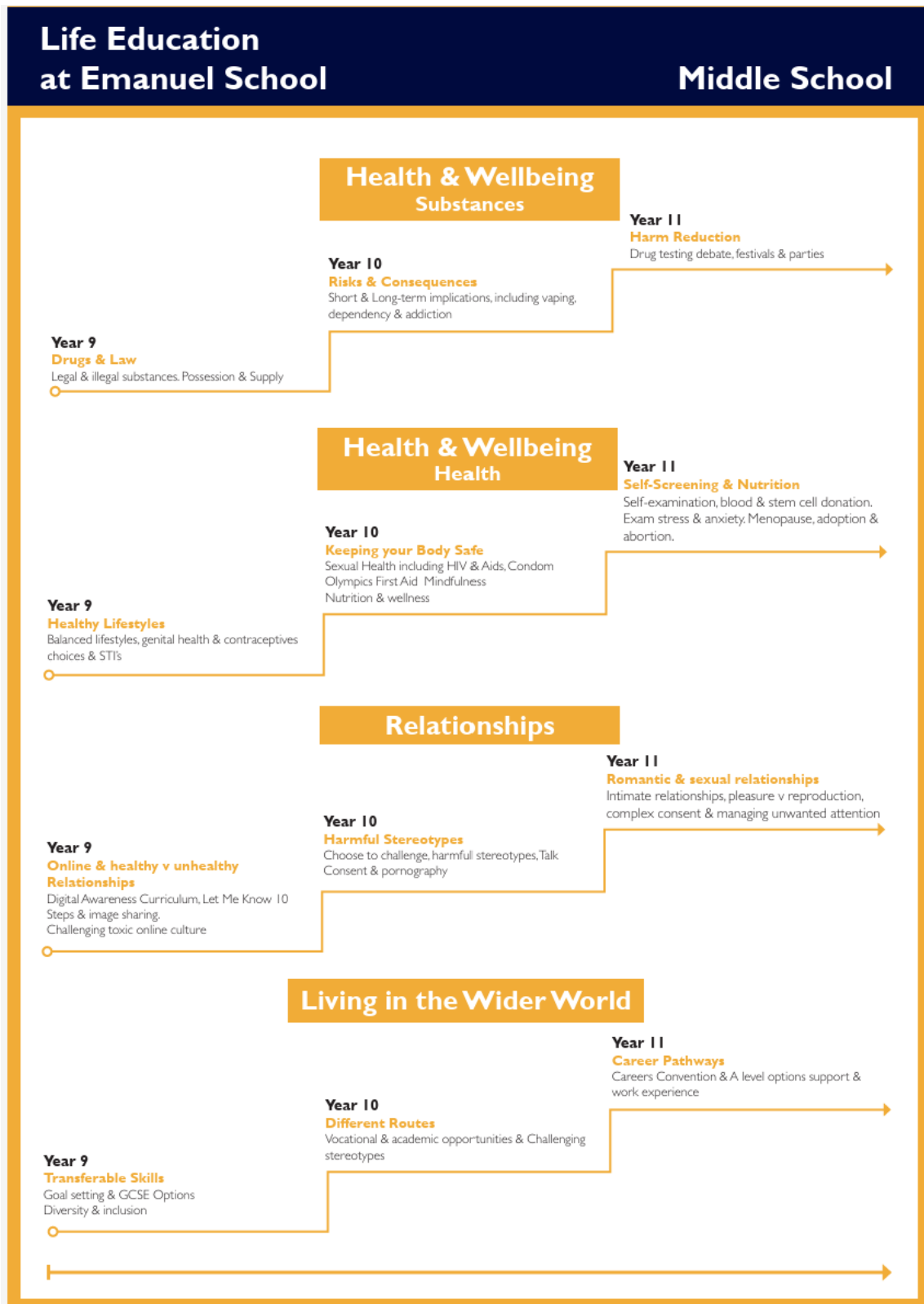
Date	Change
February 2025 (V2)	Appendix I 'Emanuel School's Life Education Programme' has been added.

Appendix I Emanuel School's Life Education Programme

I. Lower School (Year 6/7/8) Programme



2. Middle School (Year 9/10/11) Programme



3. Sixth Form (Y12/13) Programme

