



Curriculum Intent Learning for Life

1. Vision & Purpose

- Our Learning for Life / PSHE and RSE curriculum equips pupils with the knowledge, skills, and attributes to thrive as healthy, safe, respectful, and responsible members of society. It promotes wellbeing, resilience, and personal development, while ensuring pupils are prepared for the challenges of modern life, relationships, and the wider world.

2. Ambition for All Learners

- Every pupil has access to a broad and balanced programme that promotes personal development and wellbeing, regardless of background or prior experience.
- Topics are adapted to be age-appropriate, devised sensitively to meet the needs of all pupils. We ensure our approach is inclusive, meeting the needs of SEND and vulnerable pupils, while also providing challenge and debate for those who are ready to think critically about wider issues.

3. Knowledge & Skills Development

Pupils learn across three broad strands:

1. **Health & Wellbeing** – physical and mental health, nutrition, exercise, managing stress, substance awareness.
2. **Relationships & Sex Education (RSE)** – building healthy, respectful relationships, consent, safe use of social media, family dynamics, respect for diversity.
3. **Living in the Wider World** – financial literacy, careers education, digital safety, citizenship, democracy, human rights, British values.

Pupils develop many life skills and some of these are; decision-making, resilience, empathy, communication, reflection, and critical thinking.

4. Sequencing & Progression

- **KS3:** builds foundations in health, relationships, and society — ensuring pupils are confident in understanding themselves and others.
- **KS4:** deepens this knowledge, preparing pupils for real-world challenges such as employment, financial management, independent living, and complex social/ethical issues.
- All content is age appropriate and is revisited with increasing complexity so pupils can apply learning at a more mature level.

5. Literacy, Oracy & Vocabulary

- Pupils are encouraged to express themselves confidently, respectfully, and clearly when discussing sensitive issues. Vocabulary is explicitly taught, particularly around safeguarding, diversity, and online behaviours, to ensure pupils can articulate understanding in safe, appropriate ways.
- Pupils practise speaking in debates, structured discussions, and presentations to build confidence in expressing their views respectfully.
- Learning is not always through the media of writing, however types of writing tasks undertaken are, reflective writing, action plans, letters, evaluations. These tasks contribute to building literacy and communication skills.

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6. Enrichment & Cultural Capital

- Pupils are encouraged to develop their understanding of democracy through participation in 'Student Council' and 'Student Parliament'.
- The school also promotes national campaigns and awareness days to reinforce and embed key messages from PSHE content. (e.g. Anti-Bullying Week, Mental Health Awareness).
- The school house system also provides opportunities to engage with charities, volunteering, or pupil leadership roles build cultural capital and responsibility.

7. Cross-Curricular Links & Real-World Relevance

- Links with PE (health and wellbeing), Science (reproduction, body systems), Computing (online safety), Humanities (citizenship, rights, values), and English (communication, debate).
- Real-world focus: equipping pupils with knowledge and skills for safe online behaviour, healthy lifestyles, financial decision-making, and preparing for work and adulthood.

8. Safeguarding & Online Safety

- Safeguarding is at the heart of the curriculum. Pupils learn how to recognise risks, seek help, and protect themselves both offline and online. In line with 2025 updates, content includes:
 - ✓ Generative AI and online misinformation.
 - ✓ Risks of pornography and harmful online content.
 - ✓ Cyberbullying, image sharing, and digital consent.
 - ✓ Data privacy and safe use of emerging technologies.
- The programme reinforces the role of trusted adults, safeguarding contacts in school, and external agencies.

9. Assessment & Impact

- Assessment is largely formative: reflective tasks, discussion, self-evaluations, teacher feedback. Pupils are sporadically given written scenarios to demonstrate their understanding of what they have learnt in the curriculum.
- Impact seen in pupil voice, behaviour, attendance, and pupil confidence.
- Contribution to statutory requirements: RSE and Health Education, Careers, British Values, and SMSC.
- Outcomes also measured through how prepared pupils are for life beyond school (destinations data, pupil feedback, external recognition).

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