

Learning for Life Policy

Ledbury Primary School



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Contents

1. Aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	4
6. Delivery of Learning for Life	4
7. Use of external organisations and materials	Error! Bookmark not defined.
8. Roles and responsibilities	Error! Bookmark not defined.
9. Parents' right to withdraw	8
10. Training	5
11. Monitoring arrangements.....	Error! Bookmark not defined.
12. Safeguarding	9
Appendix 1: Curriculum map	10
Appendix 2: By the end of primary school pupils should know	11

1. Aims

Values Based Education is at the heart of all we do at Ledbury Primary School, and as such forms the basis of our curriculum. We strive to make links between our values and the skills that children need to develop into confident adults.

The aims of our Learning for Life curriculum at our school are that children will:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Know and understand about feelings of self-respect, confidence and empathy
- Understand they have a right to make choices and say no
- Understand they have a responsibility to treat others with respect
- Feel safe to take part in sensitive discussions
- Feel prepared for puberty, and have an understanding of sexual development and the importance of health and hygiene
- Know the correct vocabulary to describe themselves and their bodies

Our Learning for Life curriculum relates to our school's ethos and values by embedding our core values of determination, resilience, peace, care, wisdom, kindness, humility, honesty, positivity, tolerance and curiosity throughout all teaching.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching relationships and sex education, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

Sections 404 to 407 of the Education Act 1996

Part 6, chapter 1 of the Equality Act 2010

The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Ledbury Primary School, we teach relationships and sex education through our Learning for Life curriculum as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their Learning for Life curriculum
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Learning for Life is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Through our Learning for Life curriculum, children will:

- Develop self-esteem and confidence
- Develop personal skills that foster and facilitate good relationships
- Learn to respect the differences between people
- Take greater responsibility for their actions and be aware of their actions on others
- Use thinking skills to make rational and informed decisions

- Develop their personal qualities and values that will equip them to meet the wider social demands of young adult life
- Learn about issues that will have a bearing upon their development
- Involve themselves fully in the community life of the school including making decisions about issues
- Extend knowledge and understanding of their wider community; involving local, national, commonwealth, European and global issues
- Learn about the benefits of positive and healthy lifestyles
-

Learning for Life involves a combination of sharing information, and exploring issues and values.

Learning for Life is not about the promotion of sexual activity.

5. Curriculum

Our Learning for Life curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education within our Learning for Life curriculum will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

We will share all curriculum materials with parents and carers on request.

For more information about our Learning for Life curriculum, see Appendices 1 and 2.

(The Learning for Life curriculum is currently under review. Following completion of this process, any necessary amendments will be incorporated into this policy.)

6. Delivery of RSHE

Our Learning for Life curriculum encompasses our personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Content Focus

Our Learning for Life curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Teaching Methods

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Delivery Methods

Learning for Life will take many different forms throughout the school and the curriculum, including:

- Discrete curriculum time
- Circle Time
- Philosophy for Children (P4C)
- Listening Skills games
- Cross curriculum teaching i.e. RE, Science and Geography
- Indirect teaching as situations arise
- Whole School and class assemblies
- Special School events e.g. sponsored events, visits by school nurse
- The school council
- Residential visit for Year 5 & 6

Context and Inclusivity

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Makes pupils feel safe and supported during lessons
- Enables pupils to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of Resources

All resources used within our Learning for Life curriculum will be formally assessed prior to use. We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory relationships and sex education guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Responding to Pupil Needs

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

For more information about our Learning for Life curriculum, see Appendices 1 and 2.

7. Use of external organisations and materials

We will make sure that any external agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about relationships and sex education is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Children's Committee.

8.2 The headteacher

The headteacher is responsible for making sure that Learning for Life is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of sex education within Learning for Life (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering Learning for Life in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to Learning for Life
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of sex education within Learning for Life
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)
- Staff do not have the right to opt out of teaching Learning for Life. Staff who have concerns about teaching Learning for Life are encouraged to discuss this with the headteacher.

The Learning for Life coordinator is responsible for overseeing the delivery and monitoring of the curriculum.

8.4 Pupils

Pupils are expected to engage fully in Learning for Life and, when discussing issues related to the curriculum, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within our Learning for Life curriculum.

The policy will be available to parents through our website. We are committed to working with parents and carers by consulting with them about our Learning for Life curriculum. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources such as books. We will notify parents when relationships and sex education will be taught by letter.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of Learning for Life as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Learning for Life.

11. Monitoring arrangements

The delivery of Learning for Life is monitored by the Learning for Life co-ordinator through:

- Lesson visits
- Tapestry, Instagram, Facebook posts

- Topic books
- Pupil discussions

Pupils' development in Learning for Life is monitored by class teachers as part of our internal assessment systems. Continuous assessment for learning supports our final professional judgement.

This policy will be reviewed by the Learning for Life co-ordinator annually. At every review, the policy will be approved by the Children's Committee.

12. Safeguarding

Teachers are aware that effective Learning for Life teaching, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and follow school procedures for reporting concerns. See Safeguarding policy for more information.

Appendix 1: Curriculum map

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	September	October	November	December	January	February	March	April	May	June	July	
Values	Be determined	Be resilient	Be peaceful	Be caring	Be wise	Be kind	Be humble	Be honest	Be positive	Be tolerant	Be curious	
Calendar	*World Alzheimer month	*Black History month *International walk to school month	*Anti-bullying week			*National LGBT History month *Fairtrade fortnight	*National carers week	*The big pedal *Walk to work day		*Pride Month *Heart rhythm week *Child safety week		
Positive Safeguarding	Who can I talk to if I have a worry?		Anti-bullying		Stranger danger		Road safety		Online safety		Changes	
N / YR	Friends		Families		Being healthy (food and drink)		Being healthy (exercise and sleep)		Staying safe		Staying safe	
Y1	What is the same and different about us?		Who is special to us?		What helps us stay healthy?		What can we do with money?		Who helps to keep us safe?		How can we look after each other and the world?	
Y2	What makes a good friend?		What is bullying?		What jobs do people do?		What helps us to stay safe?		What helps us grow and stay healthy?		How do we recognise our feelings?	
Y3	How can we be a good friend?		What keeps us safe?		What are families like?		What makes a community?		Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	
Y4	What strengths, skills and interests do we have?		How do we treat each other with respect?		How can we manage our feelings?		How will we grow and change?		How can our choices make a difference to others and the environment?		How can we manage risk in different places?	
Y5	What makes up a person’s identity?		What decisions can people make with money?		How can we help in an accident or emergency?		How can friends communicate safely?		How can drugs common to everyday life affect health?		What jobs would we like?	
Y6	How can we keep healthy as we grow?				How can the media influence people?				What will change as we become more independent? How do friendships change as we grow?			

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Basic first aid	• How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent bodies	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within Learning for Life

To be completed by parents/carers

Name of child Class

Name of parent/carer Date

Reason for withdrawing from sex education within Learning for Life

Any other information you would like the school to consider

Parent/carer signature

To be completed by the school

Agreed actions from discussion with parents/carers

Include notes from discussions with parents/carers and agreed actions taken.

E.g.: [Child's name] will be taking part in all relationship lessons and during the sex education lessons, they will be working independently on a project in the [year group] classroom