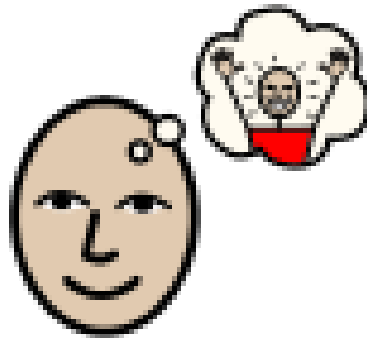




JOSEPH PAXTON CAMPUS

Learning for Life



Sarah Marrion/ Helen O'Loughlin

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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 well being.

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 (See RSE Policy).
- 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:

- Helen O'Loughlin is Head of Faculty, and designs the whole LFL curriculum, including leading on the Careers Development Plan and adherence to the 8 Gatsby Benchmarks and weekly liaison with our external Independent Information and Guidance advisor Faye Rafferty
- Callum Leach plans and delivers the Physical Education lessons
- Sarah Marrion, Sofie Steff and Jo Duttfield are the current additional teaching staff who contribute to the planning and delivery of LFL modules
- The Learning Mentor team works 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. The POS for KS3 is based on the PSHE Association and the focus throughout the year is on the three core themes

KS3 programme of study:

The students follow units of work based on three core themes: are assessed on the 6 Key skills areas of :

- Health and Well-being
- Living in the wider world
- relationships

Students follow the PSHE Association's thematic model. The Programme of Study sets out learning opportunities for each year group within KS3. The PSHE Association's Programme Builders provide

- a long term plan for the year across all year groups
- separate grids for each year group, setting out learning objectives for each half-term

- links to resources that support each module

Covering the statutory content

Each Programme Builder covers all the statutory requirements, within a comprehensive education programme

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

JPC KS3 Learning For Life

At JPC we follow the thematic approach to PSHE as recommended by the 'PSHE Association'. We use 'Quality Assured' resources recommended from the PSHE Association to support our planning. We use the recommended SEND resources and this allows us to track how students 'respond' to the material in terms of their neurodiversity, anxiety and social and communication. We do not track 'progress' or test for 'knowledge'. The 'experiential' tracking is valid due to the external validation of materials for the PSHE Association and Gatsby Benchmark areas we cover. Therefore, because of the medical diagnosis of our students we are not using Age Related Progress indicators but the SEND framework. This more closely relates to our student's levels of understanding.

We may also have support from external providers such as 'Health Services in Schools' and 'Wirral Community Health and Care NHS Foundation Trust'. Therefore, the order of delivery may sometimes change.

The KS3 curriculum also covers the statutory areas of CEIAG, RSE and drugs and alcohol education.

**See Appendix 1 for LFL long term overview*

KS4 curriculum

At KS4, students have the opportunity to gain a number of accredited certificates as part of the AQA Unit Award Scheme. UAS allows all students to engage with learning and have their achievements formally recognised. Students are rewarded with a certificate each time they

successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience. The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey. The unit award scheme is a flexible, accessible way for all learners to have their achievements formally recognised by the AQA accredited awarding body. The highlighted foci are the UAS unit titles which will appear on certificates students achieve on the completion of the unit of work. Our Careers lessons follow guidance provided by the Gatsby Benchmarks.

As the current Y11 students worked on the **WJEC Entry Pathways** qualification in Personal and Social Development, students will work towards completing the coursework for accreditation in this in Y11. The academic year 2024-2025 is the final year we will be running the Entry Pathways course.

We may also have support from external providers such as ‘Community Capacity Builders CIC’, ‘Health Services in Schools’ and ‘Wirral Community Health and Care NHS Foundation Trust’. Therefore, the order of delivery may sometimes change.

We also offer a ‘catch-up’ day for all students in Year 11 after they have finished their GCSE examinations. This is an important opportunity for students to participate in a number of workshops on topics they may have missed due to extended times out of school or before they joined JPC.

**See Appendix 2 for LFL long term overview*

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									
Careers workshop	Career Connect 1:1	Career Connect Portal	Mock Interview	FE Visit	Uni Trip	FE/He visitor in school	WR L 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.

QUALIFICATIONS		
SM		
Basic Food Safety & Hygiene	Basic First Aid	CPR

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

STATUTORY AREAS		
HOL		
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

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.

- **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 2024-2025

Term 1b

October

Hinduism	Diwali – Festival of Lights
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December

Jewish	Hanukka
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Term 2a

April

Christianity	Easter
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Term 3a

May

Buddism

Wesak – Buddha Day

Term 3b

All religions

Prayer and reflection

ACADEMIC YEAR 2025-2026

Term 1a

Sikhism

Term 2a

January

Chinese New Year

Year of the horse

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

The University of Liverpool University

Community & Professional Organisations:

All About STEM 'Ask About Apprenticeships'

The Hive

Wirral Community Health and Care NHS Foundation Trust

Faye Rafferty (Careers Advisor)

Edward Kemp Garden

Growth Platform 'Liverpool City Region Careers Hub'

Health Services in School incl. School Nurse

Open Eye Gallery

Shaping Futures

Wirral Chamber

Wirral Local Cultural and Education Partnership

Community Organisations:

Birkenhead Park

BLOOM

Pilgrim Street Youth Service

Tam O'Shanters Farm

Church Farm

Religious Organisations:

Birkenhead Islamic Centre

Liverpool Synagogue

Christian Links TBC