

Learning for Life Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Oundle School.

This policy links to the Relationships and Sex Education Policy [F02] and the Pornography Education and Sanctions Policy [G36].

Learning for Life (PSHE) is a tailored programme across all year groups, aiming to help pupils develop good character, make wise choices and foster the skills and attributes they will need for a successful life beyond School. An essential part of an Oundle education, it is a pupil-led approach that continuously evolves in response to pupil needs.

Learning for Life plays a crucial role in preventative education and aims to support pupils and staff in creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Learning for Life is devised and coordinated by the Head of Learning for Life and delivered by teachers across different departments as part of the timetable for First to Fifth formers. The Lower and Upper Sixth Forms have a series of talks from external speakers throughout the year, as well as assemblies and regular short Learning for Life sessions in their year-groups in House with a member of the House team. Moving away from the standard didactic approach, Learning for Life equips pupils not just with knowledge but a greater self-awareness, confidence, resilience and tolerance. It facilitates the kinds of conversations a family would have, examining how to approach life from a practical and personal perspective, as well as preparing pupils as thoroughly and pragmatically as possible for life at university and beyond.

The most important aspect of the Learning for Life programme is that it is developmental, spiral, and comprehensive. Each year group may well have what appears to be a 'standalone' lesson but every lesson develops on previous teaching. This enables a spiral programme which starts in 1st form (or 3rd form) and continues throughout a pupil's time at Oundle and beyond.

For example, in relation to the topic of **online safety** it is clear to see a spiral throughout all year groups (note there are other online safety topics taught that fall into a different spiral like sexting and pornography):

1st form	2nd form	3rd form	4th form	5th form	Lower Sixth	Upper Sixth
Staying safe online: gaming, talking to strangers, appropriate use of email...	Two Week Project: Design a 'healthy' social media app	Control your device, don't let it control you: thinking about screen time	Fake News: undermining democracy	Cookies and echo chambers	Having a good digital footprint: using the online world to enable health	Speaker - Chris Merritt: <i>Grass roots social media</i>

Learning for Life is continually evolving and changing to suit the needs of the pupil body through consulting parents (via webinars and regular email correspondence about the programme), pupils (via the Pupil Pastoral Forum) and staff. For example, due to the Black Lives Matter movement, lessons on racism and discrimination were expanded upon. The murder of Sarah Everard also prompted a review of material and assemblies.

Alongside taught Learning for Life there are also other ways that the curriculum is reinforced. The Health Centre can deliver more informal sessions in houses and help with the delivery of RSE by offering training and support to those teaching Learning for life. They also support our teaching of Health Education by discussing drug abuse, smoking cessation and much more. The Kerr Society, Time to Talk, the annual 3rd form Learning for Life debate and talks from external speakers reinforce the messages being taught in the classroom.

The Houses and the Tutorial System provide the framework within which our pupils are nurtured and afforded the impetus for personal and social development from the day they arrive until the moment they leave the School. Tutors and matrons are involved in the delivery of Learning for Life sessions in Houses in the form of informal 'follow up' sessions following lectures and particular lesson topics. The Head of Learning for Life communicates the Learning for Life programme regularly with the Hsms to facilitate this. The content and timing of these informal discussions are tailored to the needs of individual year groups. Hsms and Tutors provide further instruction and guidance on a broad range of areas on a day-to-day basis and the lessons learned within the Learning for Life programme are built on and reinforced throughout our pupils' School career. The Learning for Life department endeavours to work closely with parents by giving clear communications with regard to the programme and inviting parents to attend appropriate talks and discussions.

The Learning for Life programme supports the School's fulfilment of its obligations under the Prevent Duty, helping to equip children to stay safe online, both in School and outside; teaching children to manage risk, resist pressure, make safer choices and seek help if necessary; promoting fundamental British values to ensure that pupils are taught about diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding; and teaching citizenship with focus on democracy diversity, mutual respect and managing debate of controversial issues.

There is no formal assessment within RSE or Learning for Life. However, staff monitor pupils' performance through observation of their contributions in class, presentations, and group work. Any feedback regarding a pupil's understanding or response will be shared with the Head of Learning for Life, their tutor or their Hsm. Pupils are asked about their views on Learning for Life (including RSE) in self-evaluation forms and also via the Pupil Pastoral Forum. The annual Oundle Survey offers an opportunity for pupils to comment on the content of the Learning for Life programme. It is also possible to ascertain the effectiveness of the messaging by looking at comments from pupils in the Survey with regard to peer-on-peer behaviour in particular.

The Learning for Life curriculum follows a spiral programme, circling back to key topics throughout a pupil's time at the school. These topics include:

- Racism
- LGBTQIA+ issues and allyship
- Sex (see RSE policy for details)
- Consent
- Finance
- Careers
- Addiction, drugs, alcohol
- First aid
- Digital awareness
- Mental health

Reviewer	AEM
Post of Reviewer	Deputy Head Pastoral
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