LALEHAM GAP SCHOOL

LGS11 - 'Learning for Life' Policy

A PSHE-based curriculum incorporating Life and Social Skills, RE and Citizenship adapted for Laleham Gap School Pupils.

(including statutory Relationships and Sex Education (RSE) and Health Education)

Date: July 2026

Next Review: July 2027

Owner: Learning for Life Lead, Helen Schroepfer.

Policy Rationale and Vision

At Laleham Gap SEN School, we deliver differentiated Relationships, Health and Sex Education (RSHE) through our PSHE-based 'Learning for Life' curriculum. We recognise RSHE, with an emphasis on the necessary practise of communication and interaction skills, is a fundamental aspect of every student's holistic development. RSHE helps our young people develop the knowledge, skills, and values to maintain healthy relationships, make informed choices, and thrive as tolerant and confident members of society. Our curriculum is informed by our school motto: **Learn, Grow, Succeed**.

The overview of our programme can be seen on the school website under 'Curriculum'. It reflects the statutory requirements of the Department for Education Relationships, Sex and Health Education guidance together with the safeguarding expectations contained within Keeping Children Safe in Education (2026) and personalised needs raised by families or our Wellbeing Team.

Statutory Framework

This policy is shaped by the following legislative guidance:

- **DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)**
- **Equality Act 2010**
- **SEND Code of Practice (0–25 years)**
- **Working Together to Safeguard Children (2026)**
- **Keeping Children Safe in Education (KCSIE) 2026**

Aims of Learning for Life at Laleham Gap School

- Empower students to understand and respect themselves and others
- Promote healthy, respectful, safe and inclusive relationships
- Support physical, social, emotional, financial and mental wellbeing
- Provide knowledge of consent, contraception, and sexual health
- Reinforce messages about equality, respect and British Values
- Equip pupils with the knowledge and confidence to recognise abuse, understand consent, seek help and keep themselves and others safe both offline and online.

Curriculum Content and Delivery

Our Learning for Life (L4L) Curriculum incorporates PSHE, Citizenship and elements of RE across both Primary and Secondary phases. There are natural cross-curricular topics with other subjects including PE, History and Biology.

At Laleham Gap School, Learning for Life is taught by Primary class teachers or is a discreet subject at Secondary (50 minutes once a week by a subject specialist). Learning for Life knowledge and skills are delivered in a developmental and age-appropriate way.

From September 2026, Learning for Life will deliver the updated statutory Relationships, Sex and Health Education (RSHE) curriculum, in line with the Department for Education's 2026 guidance.

As a cross-phase Special Educational Needs school, we recognise the importance of providing an RSHE curriculum that is:

- Appropriate to the developmental stage, communication needs, and cognitive abilities of each student.
- Flexible and individualised, while meeting statutory expectations.
- Delivered in a way that supports safeguarding, promotes wellbeing, and builds confidence, independence, and understanding of the world.

Across Primary, Secondary and Post-16, our Learning for Life curriculum will include stage appropriate:

- Understanding physical health (including Body Literacy) and mental wellbeing.
- Developing the ability to form and maintain positive relationships, including understanding consent.
- Learning how to stay safe online through age/stage-appropriate digital literacy, including recognising misinformation, online grooming, coercive behaviour, harmful online communities, AI-generated content, image sharing, privacy, consent and reporting concerns. (Online Safety is also covered in Computing and Personal Development)
- Understanding the risks associated with artificial intelligence (AI), including AI-generated or manipulated images ("deepfakes"), online coercion, image sharing and technology-facilitated abuse.
- Recognising child-on-child abuse in all its forms
- Education about misogyny, sexual harassment, and violence, with a focus on respect and equality.
- Carefully delivered and supported content on suicide prevention and mental health literacy, where appropriate.
- Practising democratic voting to create their own Student Leadership (House Captains at Primary and the Yr7-Post16 Secondary Student Council)

Whole-school staff training ensures our teaching staff deliver lessons:

- Safely and sensitively.
- In a trauma-informed, person-centred, and inclusive way.
- With appropriate use of communication strategies (e.g. visual supports, simplified language, social stories – see our Universal Approaches).
- Teaching will be underpinned by a strong emphasis on safeguarding, emotional development, and preparation for adulthood—particularly at Post-16.

The Spiral Topics, that broaden and deepen each year, are:

Term 1) Transition activities with: Me and My Relationships; Term 2) Living in the Wider World; Term 3) Health and Wellbeing; Term 4) Celebrating Diversity (Protected

Characteristics); Term 5) Community and Self-Care; and Term 6) Transition activities with RSE and Safety.

These topics allow us to include the **ever-changing nature of effective PSHE**, including the latest (2026) DfE guidance e.g. inclusive menstrual health being statutory for all genders. Mental wellbeing and emotional regulation are whole-school priorities covered regularly across topics including Assertiveness Training and Resilience building.

It is important to explain that whilst the 'Health and Wellbeing' focus in Term 3 covers most of the statutory Health Education, some of the outcomes are taught elsewhere e.g. mental and emotional health is also part of Relationships, Exam Support and Puberty lessons as well as part of Diversity celebrating Neurodiversity at LGS. Wellbeing is a constant focus of school life at Laleham Gap, evident from our routine 'check-in' sessions throughout the day, Mental Health First Aiders across the staff team and large-scale Wellbeing events.

However, it must be noted that we foster a culture where pupils can speak openly to their class/form staff, our Emotional Wellbeing Caseworkers, the Wellbeing Team or any adult they choose, to discuss any issues including those relating to Relationships and Sex Education.

Relationship Education within Primary (DfE, Gov, UK, 2025):

The focus is on fundamental building blocks and characteristics of positive relationships, especially friendships, family relationships, relationships with other children and adults.

Students are taught what a relationship and friendship is; what family means; who the people are who can support them.

Key elements: taking turns; kindness; consideration and respect; honesty and truthfulness; permission seeking and giving; personal privacy; establishing personal space and boundaries; understanding differences between appropriate and inappropriate or unsafe contact.

Also: respect in contexts of sharing, negotiating (e.g. space, toys, resources).

Features of healthy friendships and families; others' families may look different, respect for difference; how to recognise if family/relationships make a child feel unhappy or unsafe, and how to seek help.

Online behaviour relevant to Relationships Education: respectful behaviour, how information/data may be shared/used, understanding online relationships.

Relationships and Sex Education (RSE) Secondary (DfE, 2025):

Relationships Education is extended in secondary to cover all kinds of relationships, not only friendships or family: romantic and intimate relationships are included.

The aim is to give young people information needed to develop healthy, nurturing relationships of all kinds, understand what makes a good friend, a good partner, understand consent, what constitutes acceptable and unacceptable behaviour in relationships.

It includes developing knowledge of mental wellbeing; how good relationships contribute to mental health; recognising when relationships are unhealthy; managing such situations; knowing how to seek help.

Also covers the law: what the law says about relationships including consent, age of consent, sexual offences, etc.

Online relationships, online behaviour, risks, content that normalises unhealthy behaviour; how to stay safe, when to seek help.

Inclusion and Equality

RSE is inclusive of all identities and respects the protected characteristics under the Equality Act 2010. Particular attention is paid to:

- Neurodivergent students' experiences and identities
- Diverse families
- Different faiths
- LGBTQ+ representation
- Differentiated materials and teaching strategies for SEND
- Support understanding of gender stereotypes, harmful behaviours such as misogyny, and the importance of respectful, equal relationships.

All students are encouraged to participate in an atmosphere of mutual respect and trust.

Safeguarding and Confidentiality

RSE is taught in accordance with the school's safeguarding policies. Confidentiality is respected but cannot be guaranteed where a pupil is at risk of harm. Any safeguarding concern or disclosure will be managed in accordance with the school's Child Protection and Safeguarding Policy (LGS15), Keeping Children Safe in Education (2026), and local safeguarding partnership procedures. Staff undergo regular training to reinforce their responsibility to identify concerns early, respond appropriately, record concerns promptly and share information where necessary to safeguard children.

Student and Family Voice

- Students are involved in the design and implementation of the curriculum in order that it best fits their needs. Planning is adaptive and flexible to best support individuals and the relevant issues they are facing: e.g. Cybercrime prevention lessons that keep our gamers safe and fully informed; inclusive sex education which ensures all identities and stages of development are respected; a celebratory Neurodiversity course that safeguards our students' self-esteem and reinforces strategies to help them succeed.
- Parents/carers are informed of RSE content and invited to share views to adapt the timing and content of the curriculum. (School website, Parents Evenings, Topic information sent home.)

- We appreciate the sensitivity and concern some parents/carers may feel towards Religious OR Relationships and Sex Education. We believe that for the students to achieve the desired objectives a positive and united relationship must continue to exist between home and school.
- Families may request withdrawal from all or some of Religious Education and Sex Education up until three terms before the student is 16 (but not Relationship and Health Education). Alternative learning arrangements or an intervention will be agreed in partnership with families.

Monitoring and Review

- Policy and curriculum are reviewed annually by the Head of Safeguarding and the Learning for Life Lead to ensure it reflects emerging safeguarding risks, including online safety, child-on-child abuse, AI-enabled harms, exploitation and local safeguarding priorities.
- DfE guidance, pastoral updates and feedback from pupils and families inform ongoing updates
- Lessons are age and stage-appropriate and adapted for SEN learners by specialists and supported by the Wellbeing Team and Thrive ambassadors.
- Policy changes are communicated via the school website and staff Professional Development Meetings.
- Lead staff are supported through their PSHE Association and Thrive membership to ensure materials are relevant and suitable to our current climate and government guidelines.
- External providers are vetted to ensure content is age-appropriate, inclusive, and aligned with school values. (For example, external visitors from our local multifaith community who support with experiential 'Explore' RE weeks and LOtC.)

This policy is reviewed annually:

	Signed Learning for Life Lead	Signed Assistant Headteacher - Safeguarding and Wellbeing
Date of review: Summer 2026		
Date of next review: Summer 2027		