



## The Learning for Life Programme

Participation in the Learning for Life programme is part of the wider role of the Tutor. The development of pupils as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the whole educational experience at Bancroft's. We are committed to achieving the outcomes of the Every Child Matters agenda. The Learning for Life programme is one way in which these objectives are met (also see the Religious Education and Spiritual Life Policy). Through the Learning for Life programme the School ensures all pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

1. A programme for each year group, 3rds – 5th form is drawn up by Convenors, working with the Head of Learning for Life. The programme is monitored, reviewed and adapted on a regular basis to ensure that it meets any new challenges or difficulties that our pupils face and any significant developments or issues facing the modern world.
2. A variety of resources is available. An effort has been made to make these user friendly for tutors and stimulating for pupils. The resource bank is regularly updated and increased. Resources are stored on the school system and (where necessary) photocopied and distributed to tutors by the convenor.
3. Topics include health education, anti-bullying, personal safety, financial awareness, study skills, careers education, the environment, rights and responsibilities, citizenship and celebrating diversity. The aim of the Learning for Life programme in respect of citizenship is to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths. These are implicitly and explicitly highlighted in the Learning for Life programme e.g. Britishness and the values associated with citizenship is covered in the 5<sup>th</sup> year scheme of work. The rule of law in England; crime and the nature and purpose of punishment and the justice system feature in the Year 9 (L4) scheme of work, this enables pupils to distinguish between right and wrong and to respect the civil and criminal law of England. Democratic processes

including the importance of voting and how democracy and the law works in Britain are covered in Year 11 (5<sup>th</sup>). These topics serve to highlight the British commitment to justice, tolerance, and equality. This commitment is further reflected in the anti-homophobia and consent workshop in Year 9 (L4th) and in Year 12 (L6th) the sessions on racism (L4/year 9). Pupils are expected to gain a broad understanding of and respect for public institutions and services in England, such as the police, NHS and the welfare state throughout the course of their time at Bancroft's. This is achieved through talks from the Police in the L4th and L6th as well as discussions about how these public institutions have evolved.

Staff are encouraged to challenge behaviour in school that is contrary to fundamental British values.

4. As a result of the Learning for Life programme, the School would expect that pupils will have:
  - a. an understanding of how citizens can influence decision making through the democratic process. Greater prominence has been accorded to the School Congress since September 2018. Representatives from the student body are given the opportunity to reflect the views of their peers, discuss and help to shape major whole school policy issues.
  - b. an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
  - c. an understanding that there is a separation of power between executive and the judiciary and that some bodies are accountable through Parliament, such as the military and police, while others, such as the judiciary, are independent.
  - d. an understanding that the freedom to hold other faiths and beliefs is protected in law.
  - e. an acceptance that people having different faiths or beliefs (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. Pupils are also encouraged to celebrate each other's faiths and understand different cultural traditions.

The school has a number of different societies which are open to all and promote different cultural values, such as the Jewish Society and the Hindu, Buddhist, Sikh and Muslim society (HSBM). HSBM holds a well-attended annual event called TAAL, which involves much of the school community and celebrates the myriad cultures that are encompassed by HSBM.

This is also promoted through the chapel programme for which the Chaplain is responsible.

- f. An understanding of the importance of identifying and combatting discrimination and encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). This is reflected in the anti-homophobia workshop in Year 8 (Removes) and the sessions on racism (L4th/Year 9) and whole school assemblies on such topics. This is also promoted through whole school assemblies and the chapel programme.
5. Although the Convenor proposes a programme, the scheme is flexible to meet the changing needs and interests of pupils and tutors. Some sessions involve the whole year group. Tutor groups also meet separately and the tutor can shape his/her own programme, although key topics are covered by all tutor groups. A variety of activities is encouraged e.g. discussions, outside speakers, presentations for assemblies, worksheets etc.
6. Pupils are encouraged to develop their self-knowledge, self-esteem and self-confidence which goes hand in hand with the school's stated aims of ensuring that pupils develop into self-assured, confident, happy, young adults. There is increasing input on mental health in all year groups in order to help students understand and cope with stress. There is also greater emphasis on the use of social media and its potential effects.

Pupils are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

This is achieved by celebrating success of all kinds through whole school and House assemblies. Older pupils mentor younger pupils in the Thirds and

Removes and act as instructors in the Duke of Edinburgh Award scheme and the CCF. Pupil leadership is being developed more widely from September 2018. In addition many pupils contribute to outside community programmes, such as the Epping Forest PHAB group which meets in school weekly and community service based activities such as working in local primary schools and also contributing to The Saturday Morning Challenge.

7. Tutors are required to complete a simple record sheet of topics covered. Records are kept on the VLE.
8. Tutors and pupils are invited to provide feedback so that the programme can be developed in the light of comments made. Evaluation by tutors is recorded on the VLE. Evaluations by pupils are collated by Convenors and the Head of PSHE. These evaluations include the chance for pupils to suggest new topics and to record the impact of particular topics on their attitudes and behaviour (via exit feedback cards that are completed after certain key issues are covered)
9. A Learning for Life programme for 6th formers is arranged by the Head of Sixth Form and his team. This includes a series of lectures on issues facing pupils of that age, for example the role of the police, drink-driving, personal welfare and consent.
10. All teachers are reminded that they must not in the day to day course of their teaching promote partisan political views. This means that when political issues are discussed or arise pupils are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed. The school takes a common sense approach, for example achieving balance in the range of topics discussed over a period of time. When inviting a speaker with a partisan view, it is not required that the speaker's views are challenged at the time or that a speaker with an opposing view be invited to address the pupils. It would be perfectly appropriate to present opposing views in the course of a subsequent class.

The contribution of Learning for Life to ISI guidelines on SMSC development, is covered in more detail in a separate SMSC document.