



UNIVERSITY OF
BIRMINGHAM
SCHOOL

University of Birmingham School

Learning for Life Policy

JUNE 2026

University of Birmingham School
Learning for Life Policy
(Programme of learning: including PSHCE, CEIAG, RSHE, and SMSC)

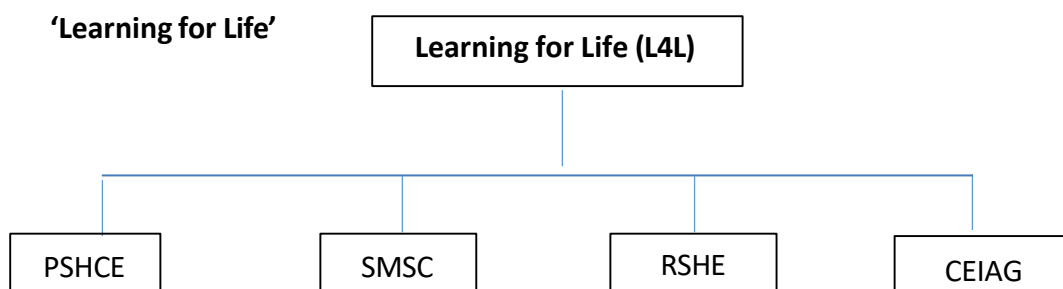
Review Frequency	Annually	Review date	June 2026
Governing Committee Responsible	Pastoral Committee	Next Due	June 2027
Governor Approval (date)	17 June 2026	Website	Yes
Staff Responsible	C Townsend	Date Produced	

Contents	Page
1. Introduction	2
2. Learning for Life	2
3. Teaching and Learning	3
4. Character Education	3
5. Personal, Social, Health and Citizenship Education	3
6. Spiritual, Moral, Social and Cultural Education	5
7. Careers Education, Information, Advice and Guidance	7
8. Monitoring, Review and Evaluation	9
At University of Birmingham School, we refer to Pupils (who are in Years 7-11 and aged 11-16) and Students (who are in Years 12/13 and aged 17-18)	

1 Introduction

- 1.1 Alongside our intention to deliver a curriculum leading to the achievement of qualifications valued by employers and higher education, the School will deliver a cohesive, and carefully structured programme of both taught and caught personal development.
- 1.2 This program will consist of a Learning for Life lesson at least once a week, with additional opportunities through assemblies, talks, visits and will be underpinned by our commitment to Character Education
- 1.3 We want our pupils (ages 11-16) and students (ages 17-18) to utilise the many opportunities the School will provide to develop their subject knowledge and transferable skills but also, as importantly, to learn to become better people, not just become better in exams. Our graduates should have the confidence to go on and deal with the tests of life whilst equipping them to confidently tackle a life of tests as readily presented by and required of our constructs
- 1.4 Graduates of University of Birmingham School will, we hope, go on to lead happy and fulfilled lives as responsible and flourishing local, national, and global citizens who will strive to 'make a difference' to the lives of others – a core value of a high-quality education.

2 'Learning for Life'



- 2.1 'Learning for Life' is a taught programme, delivered every week - once a week in Key stage 4 and 5, and twice a week in Key stage 3. It is delivered by form tutors and a dedicated team of L4L teachers from different curriculum areas.
- 2.2 The taught lesson, underpinned by the ethos of Character Education, will integrate PSHCE, SMSC, RSHE and CEIAG.
- 2.3 Teachers who deliver the L4L programme will receive appropriate training and CPD to support their teaching of this programme.
- 2.4 At University of Birmingham School, all staff and pupils/students will be expected to engage in this programme.

3 Teaching and Learning

- 3.1 Personal learning and development take place every minute of a young person's life, in their interaction with parents and carers, teachers, other adults, and peers.
- 3.2 The School L4L curriculum will aim to make a significant contribution to that process.
- 3.3 We aim to help pupils and students clarify their thinking and to formulate strategies for dealing with identified tasks.
- 3.4 Teaching and learning styles should have, as their foundation, the following principles:
 - a) Pupils and students are encouraged to take responsibility for their learning to develop self-confidence and judgment.
 - b) Above all they should be given the opportunity to examine their own attitudes and beliefs without feeling that we wish them to adopt a certain attitude or belief.
 - c) Opportunities must be created for all pupils and students to achieve; this achievement must be recognised and rewarded.
 - d) Pupils and students must understand that everyone's contributions, including their own, deserve attention. It is our responsibility as teachers to create an atmosphere of trust and support.
- 3.5 A range of teaching strategies are needed to provide a breadth of learning opportunities.
- 3.6 These include an emphasis on active learning, knowledge, skills and understanding by working together, making decisions, taking responsibility and reflecting on experiences.
- 3.7 Pupils and students will have the opportunity to work in a variety of group situations.

4 Character Education

Please see our separate Character Education Policy

5 PSHCE

- 5.1 The School curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.
- 5.2 The curriculum itself is just one element in the education of every child. There are time and space in the School day and in each week, term and year to range beyond the curriculum specifications.
- 5.3 The curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding, and skills as part of the wider School curriculum.
- 5.4 These cannot be achieved without the provision of Personal, Social, Health and Citizenship Education (PSHCE).
- 5.5 Our PSHCE programme meets the stated aim of equipping pupils and students with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions.

- 5.6 To this end, our programme builds on the statutory and non-statutory content of the National Curriculum, including:
- a) Drugs Education;
 - b) Financial Education;
 - c) Relationships, Sex and Health Education;
 - d) The importance of physical activity and diet for a healthy lifestyle.
- 5.7 The Importance of Personal Wellbeing:
- a) Personal wellbeing helps young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
 - b) Through active learning opportunities, pupils and students recognise and manage risk, taking increased responsibility for themselves, their choices and behaviours and make positive contributions to their families, school and their communities.
 - c) As pupils and students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.
 - d) As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.
 - e) PSHCE is an essential part of the personal learning and development and the academic curriculum and together we view them as the responsibility of all staff in both their academic and pastoral roles.
 - f) PSHCE will respond to the needs of the pupils in the context of their wider community, concerning their personal, social, health, citizenship and economic welfare and their plans for post-16 opportunities.
 - g) We will promote equal opportunities and provide education for life in a diverse society.
 - h) There are increased opportunities to extend pupils' and students' knowledge and understanding of different cultures and lifestyles at University of Birmingham School, to value the diversity of backgrounds and experiences, and to promote the importance of good citizens in society. The PSHCE programme will play its part in grasping these opportunities.
- 5.8 **Aims of PSHCE**
- a) To prepare pupils and students to understand and appreciate the social, cultural, economic and industrial aspects of the world and help them play a constructive part as competent, informed, thoughtful and responsible citizens.
 - b) To help pupils and students to be aware of the feelings, values and attitudes of themselves and others.
 - c) To help pupils and students to be aware of their own strengths, weaknesses and aptitudes and to value themselves.
 - d) To give pupils a substantial knowledge of their bodies and of their physical growth and development.

- e) To give pupils and students the opportunity to discuss and examine the moral choices open to them in a wide variety of contexts.
- f) To give pupils and students access to the knowledge and skills with which they can make informed decisions about their future.
- g) To develop the confidence and ability to examine their own beliefs in relation to those of others and to express them appropriately.
- h) To help pupils and students adapt to change both in themselves and others.
- i) To help pupils and students to acquire the skills to relate effectively to others and to be valuable members of the groups in which they live and work.

6 Spiritual, Moral, Social, and Cultural Education

6.1 The spiritual, moral, social, and cultural development of our pupils and students is an important aspect of our work.

6.2 Spirituality is concerned with:

- a) Beliefs – informed by the study of religions and philosophies, but in particular to be able to discuss with others the range of beliefs (both formal and informal) that pupils, students and adults share.
- b) A sense of awe and wonder – the way in which pupils and students are struck by what they see, feel and hear. For example, opportunities for visits and extra-curricular activities, especially in relation to art, music, drama and sport.
- c) Feelings of transcendence – the opportunity for pupils and students to discuss phenomena that are not immediately explicable and to talk about the possibility of existence beyond the physical world.
- d) A search for meaning and purpose – this is encouraged through pupils and students asking questions about what is going on in their lives.
- e) Relationships – recognising and valuing the worth of everyone developing a sense of community and building up relationships with others.
- f) Creativity – where the pupil or student has the opportunity to express their thoughts and feelings through art, music and literature. This aspect involves getting to grips with their own feelings and emotions.
- g) Feeling and Emotions – the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source of growth.

6.3 We therefore aim to promote **spirituality through:**

- a) The values and attitudes the School identifies, upholds and fosters;
- b) The contribution made by the whole curriculum;
- c) Religious Education, acts of collective worship (such as our morning Line Up) and other assemblies;
- d) Enrichment and extra-curricular activity, and;
- e) The general ethos and climate of our School and community.

- 6.4 Moral development refers to the knowledge, understanding, intentions, attitudes and behaviour of our pupils and students in relation to what is right and wrong.
- 6.5 This involves making clear to our pupils and students that the will to behave morally, as a point of principle, is fundamental to both moral development and the School's ethos.
- 6.6 In this sense, moral development is to do with understanding the principles lying behind actions and decisions and not just behaviour itself.
- 6.7 We therefore aim to promote **moral development** through:
- a) the quality of relationships in the School;
 - b) the standards of behaviour of all members of the community (pupils, students, teachers, professional services staff, Governors, parents and visitors);
 - c) the quality of pupil, student and adult leadership;
 - d) the values the School sets and exhibits through its structures;
 - e) the taught and caught curriculum.
- 6.8 Social development is the pupils' and students' progressive acquisition of the competencies and qualities needed to play a full part in society.
- 6.9 We therefore aim to promote **social development** through:
- a) co-operation and partnership;
 - b) classroom organisation and management;
 - c) the grouping of pupils and students;
 - d) providing opportunities for leadership, service and responsibility;
 - e) enrichment and extra-curricular activity;
 - f) the development of citizenship.
- 6.10 Cultural development is about the understanding of our own cultural identity.
- 6.11 More than this, however, it is also about understanding other groups in a particular society and of other societies beyond their own.
- 6.12 Our pupils and students need to understand the beliefs, values, customs, knowledge and skills which provide identity and cohesion to a particular society.
- 6.13 We therefore aim to promote **cultural development** though:
- a) an explanation of the influences that have shaped our culture;
 - b) the extension of our cultural horizons, through the influences of other cultures;
 - c) therefore, extending cultural horizons beyond the immediate and the local;
 - d) past cultural features which influence and shape the present;
 - e) a study of the present values and customs of our nation and of other nations' cultures and societies, and;
 - f) developing in our community respect for the values, customs and cultural heritage of those who belong to other faiths or ethnic groups.

- 6.14 Clearly in all the above, the ethos of University of Birmingham School will make an important contribution through our emphasis on:
- a) challenging, supporting and valuing everyone in our community;
 - b) the importance of respectful, courteous and positive relationships;
 - c) providing the highest quality of teaching and learning by recruiting well-qualified staff who are dedicated to continuous professional development of their knowledge and skills;
 - d) exploiting the unrivalled physical and intellectual resources of the University of Birmingham to support our mission to transform the life chances and experiences of all members of University of Birmingham School community of learners;
 - e) providing as wide a range of enrichment and extra-curricular activities as possible as we seek to 'unlock the many talents' of our pupils and students;
 - f) celebrating success and reacting positively to failure;
 - g) our relentless pursuit of excellence in all that we do to secure the very best educational outcomes (personal development and qualifications) for each of our 'graduates'.
- 6.15 Across the whole School day, we will encourage our pupils and students to:
- a) Be mindful of, and guided by, the Fundamental British Values;
 - b) Discuss matters of personal concern;
 - c) Develop positive relationships with adults and peers;
 - d) Develop a sense of belonging to a community;
 - e) Be challenged by exploring beliefs and values while deepening their own faith or beliefs;
 - f) Discuss religious and philosophical questions;
 - g) Understand why people reach certain decisions on spiritual and moral issues and how these decisions affect their lives;
 - h) Experience what is aesthetically challenging and pleasing, and;
 - i) Experience silence and reflection.

7 Careers Education, Information, Advice, and Guidance

- 7.1 Careers education and guidance programmes play a major part in helping young people choose 14-19 pathways that suit their interests and abilities and are right for them and help them plan and manage their careers effectively in a changing global world of learning and work.
- 7.2 From September 2013 the Education Act of 2011 placed Schools under a duty to ensure that all registered pupils in Years 7-13 have access to independent, accurate and impartial information advice and guidance. This is currently provided by our Careers Education, Information, Advice & Guidance Manager.
- 7.3 Schools are free to make arrangements for careers guidance which best suits the needs of their pupils and students, engaging where appropriate with independent providers.
- 7.4 University of Birmingham School is committed to providing all students in Years 7-13 with a planned programme of activities. The programme is delivered through a combination of methods:
- a) including the L4L programme;
 - b) through the taught curriculum;
 - c) through accessing guest speakers;

- d) delivering specialist events (e.g. higher education and careers fair, STEMM Careers Day, UCAS Evening and the Student Finance Parents' Roadshow).
- e) through assemblies;
- f) parent/carer information evenings, and;
- g) employer visits;
- h) offering access to professional work-based qualifications such as COSHH, Food Hygiene etc
- i) through individual sessions provided by careers' advisors and/or specialists.

7.5 These will be designed to help pupils and students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

7.6 **Objectives:**

- a) To ensure that pupils and students develop the career and personal skills necessary for success in adult and working life.
- b) To make pupils and students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- c) To equip pupils and students with the necessary decision-making skills to manage those same transitions.
- d) To develop in pupils and students an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
- e) To encourage pupils and students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey.
- f) To foster links between the school, local businesses and further/ higher education establishments.
- g) To enable all pupils and students to experience the world of work and develop transferable skills.
- h) To ensure that wherever possible, all young people leave the school to enter employment, further education or training.

7.7 **Implementation:**

The School guarantees impartial and independent advice in the following ways:

- a) Promoting exploration of different websites and organisations that promote good careers' advice.
- b) All pupils and students have access to the online resource UniFrog to explore their interests, potential careers and to find and compare university courses, apprenticeships and further Education courses.
- c) Input from several local and national employers;
- d) representatives from professional bodies and organisations;
- e) presentations from and information about further and higher education establishments;

7.8 All staff have a part to play in the implementation of this policy through their role as form tutors and as subject specialists.

7.9 Information and Resources:

University prospectuses will be available – especially relevant for members of the Sixth Form.

7.10 Partnerships

- a) The CEIAG programme is enhanced through links with several partners who help us make the pupils' and students' learning up to date and relevant. This involvement includes the provision of work experience placements, careers talks, workplace visits and mock interviews.
- b) Links are established with local FE Colleges, together with various training providers supporting apprenticeships for those pupils who will in the future be best placed to consider that as an alternative to further or higher education.
- c) We have close links with our 'parent' University, along with links with other prestigious universities.
- d) Parental involvement is encouraged at all stages. University of Birmingham School recognises that parents and carers remain the biggest influencers on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us (e.g. Year 9 with Key Stage 4 option decisions, with work experience placements, Year 10 and 11 with 16+ choices and Year 12 with UCAS applications).

7.11 Work Experience

- a) The objective of work experience will be to provide pupils and students with an opportunity to experience the world of work first-hand, and to develop their employability skills.
- b) Where possible, pupils and students should seek a placement in an environment which is linked to a career which they are considering for their own future.
- c) All pupils and students will be expected to undertake a placement in Year 10 and in Year 12.

8 Monitoring, Review, and Evaluation

- 8.1 The L4L curriculum will be overseen by the Subject Leader for the subject. This will include bi-annual Standards' Review meetings with Senior Leaders and fortnightly line management meetings to review the impact of the curriculum.
- 8.2 The Learning for Life (L4L) curriculum will be reviewed annually to ensure relevant topics are being included and pupils are able to make the safe and informed choices they need to.
- 8.3 This policy will be reviewed annually as part of the whole-School self-evaluation process and by the Governors when any additions or amendments are made and in line with policy reviews.

- 8.4 Parents are welcome to give feedback on any aspect of the programme to a member of the Senior Leadership Team, one of whom will attend all parent consultation events.
 - 8.5 L4L is a key aspect of the School's educational provision and, as such, will be prominent in all individual, team (subject and pastoral) and School self-evaluation systems.
 - 8.6 Parents and carers will be kept informed of the L4L programme of activities.
 - 8.7 The Chair of the Governors' Pastoral Committee is responsible for oversight of the Learning for Life programme.
 - 8.8 A separate policy is available that covers content and intent for the RSHE (Relationships, Sex and Health Education) curriculum.
-