

# Lancashire Learning for Life: Initial Audit Tool



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## Foreword:

Welcome to the Lancashire Learning for Life Award, a recognition of the dedication and commitment of schools across Lancashire (and beyond) in nurturing the personal development of their pupils.

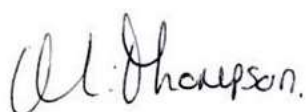
In a world of constant change, it is essential that education not only equips students with academic knowledge but also fosters their holistic growth, preparing them to thrive in modern Britain.

The vision for Education and Children's Services in Lancashire is clear: *ensuring that children, young people, and their families are safe, healthy, and able to achieve their full potential*. This quality mark embodies that vision by shining a spotlight on schools that go above and beyond their statutory obligations for RSHE to provide enriching personal development opportunities for their students. With six categories carefully designed to encompass areas crucial for preparing children for the complexities of contemporary society, the Lancashire Learning for Life Award celebrates excellence in Personal Development Education, from promoting physical and mental well-being to fostering social and cultural awareness, each category reflects our colleagues' commitment to nurturing well-rounded individuals.

This award is more than just a recognition; it is a testament to the dedication of educators; the resilience of students; and the support of families and those in the wider communities we serve. It provides an opportunity for schools of all settings, whether urban or rural, primary or secondary, mainstream or specialised, to celebrate their achievements and gain the recognition they deserve.

I would like to take this opportunity to extend my thanks to the many professionals across the service and within schools who have supported our PSHE Consultant in the development of this accreditation.

I look forward to celebrating how we are shaping resilient, compassionate and empowered individuals of the future ready to contribute to our ever-evolving Modern Britain.



**Mike Thompson**, Head of Lancashire Professional Development Service and Curriculum and Assessment Coordinator

## **Acknowledgements:**

The development of this Quality Mark would not have been possible without the ongoing support and commitment of the working party that was established to create it.

The world has changed for young people significantly in recent times and navigating their lives in Modern Britain continues to change daily. Schools provide a bedrock of stability and opportunity for young people and for many, the opportunities they provide to prepare them for the modern world underpins all that they do.

Often, schools develop their culture and ethos around nurturing and developing the personal development of pupils and we felt that there needed to be an explicit opportunity for them to celebrate their successes in this area.

The Lancashire Learning for Life Award centres around celebrating the bespoke offer that the school provide (above and beyond that of the statutory obligations that they have) to develop lifelong learners of the future.

It is with sincere thanks that I acknowledge the following members of the development team who have offered their time, expertise and commitment to ensure that the Lancashire Learning for Life is robust in its accreditation but -more importantly- is inclusive in its approach to enable all schools involved.

## **With special thanks to:**

**Will Beresford**, Marketing and Commercial Transactions Manager, Lancashire Professional Development Service

**Rachel Clements**, Primary School Adviser (Area East), School Improvement Service, Lancashire County Council

**Sam Hoban**, EAL & GRT Consultancy and Support Teacher, Education Improvement-Equality and Diversity Team

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**Rebecca Sweeney**, Curriculum Leader for Personal Development, Walton-le-Dale High School

**Mike Thompson**, Head of Lancashire Professional Development Service and Curriculum and Assessment Coordinator

**Alison Walker**, Deputy Headteacher, PSHE and EYFS Leader, St. Andrew's CE Primary School

## Introduction to Lancashire Learning for Life:

### Lancashire's Learning for Life Award: *shaping the citizens of the future.*

The Lancashire Learning for Life Award has been created by a steering group of professionals including Local Authority Advisors; Local Authority Consultants; teaching professionals across all phases of education and the Lancashire Professional Development Team.

Personal development and PSHE Education are pivotal in developing learners' skills to navigate the world in which they live. An effective Personal Development programme goes beyond the RSHE statutory guidance provided by the DfE and is bespoke to the individual needs of a school demographic. This inclusive award allows schools to evaluate their current practice and celebrate the opportunities that they offer to their pupils and the wider community.

It is aligned with, but not exclusively restricted to, the expectations of personal development in the School Inspection Framework. Instead, it aims to help schools celebrate the ways in which they prepare their pupils for life in Modern Britain. Through carefully developed criteria, it also echoes the assertion in Keeping Children Safe in Education (DfE, 2023) that 'preventative education is most effective in the context of a whole school approach to prepare pupils and students for life in Modern Britain'.

The Lancashire's Learning for Life Award is split into six key areas where schools can gather evidence of their practice and are expected to share a plethora of examples for each category. Schools are encouraged to share examples of good practice that demonstrate their commitment to go above and beyond the statutory guidance and promote pupils' learning for life.

Each element of the award lasts for three years and schools are free to work on sections that they feel best align with their school priorities at the current time.

It is important to note that the underpinning principles of the award were inclusivity; an opportunity for schools to be celebratory about their offers for students and flexibility for schools. This allows schools to have the autonomy to undertake the award in a 'one size fits you' approach whilst maintaining the robustness of gaining the award as a mark of quality of the provision that is offered.



# Audit Tool

Schools are encouraged to remember that the Lancashire Learning for Life Award is a 'one size fits you' model to accreditation. It is designed to be celebratory of the opportunities that you provide pupils with to promote their personal development. It also spotlights the ways in which settings support the professional development of colleagues and prepare them to best support the young people that they work with.

Each of the six areas is split into different levels of award and the audit tool is designed to allow you to identify your current strengths and possible evidence you could use to showcase these.

As a whole school approach, schools may choose to focus on one particular 'badge' (focus area) at a time and work through the progressive levels of bronze silver and gold. They may choose to spread responsibilities between faculties, subject leads or student groups to work on different categories at a time. They may choose to focus on one Award (bronze, silver or gold) at once and become accredited to this across all sections at once.

With access to the entire platform as part of the subscription, schools can build up their evidence profile as they go; submit when they want to and begin their journey by collating their evidence of good practice from the start.

Schools have the freedom to work on different sections at a timescale that suits them with a 3-year accreditation for each badge or award. Being able to share good practice and ideas with other schools will allow schools to impact the personal development of young people beyond their immediate area and setting. There will also be opportunities to support schools through regular networking events and build the cultural capital for their students beyond their school community.

Possible accreditation routes and options:

Living Safely	Our lives beyond school	An equal and diverse society	Our wellbeing	Our relationships	Being a responsible citizen
X	X	X	X	X	X

Lancashire Learning for Life Bronze Award, moving on to silver. All bronze badges awarded.

Living Safely	Our lives beyond school	An equal and diverse society	Our wellbeing	Our relationships	Being a responsible citizen
X					X
	X	X			
			X	X	

Single Badges Awarded in different categories.


Living Safely	Our lives beyond school	An equal and diverse society	Our wellbeing	Our relationships	Being a responsible citizen
X		X	X		
X			X		
X					

Single badges Awarded in different categories but with progression through specific topics.

## Living Safely:

Living safely is about making the right choices at the right time. It is the quality of having experience, knowledge, and good judgement.

This includes, but is not restricted to, peer influences or pressures; drugs and alcohol; transition; personal identity; first aid; responsible health choices and wider aspects of how to stay safe in Modern Britain.

	<b>SUGGESTED EVIDENCE FOR BRONZE AWARD</b>
<p>Safety Education is delivered through: High quality teaching (evidenced through classroom environments, recording of work etc...) Inclusive curriculum planning Some enhancements to the curriculum offer (visitors/ special events)</p>	<p>Schemes of work/learning Examples of work Assembly themes Photographs of visitors Enhancement tracker/personal development tracker Pupil voice- quotes/voice recordings of impact of visitors and visits Quotes from visitors and visits External evidence (advisor report/OFSTED report)</p> <p><b>Complete water safety and perform self-rescue in school swimming sessions</b></p> <p><b>Teaching staff regular CPD for PE</b></p> <p><b>School policies and teaching follow Safe Practice</b></p>
<p>A school is responsive and (where necessary) reactive to specific incidents in the locality</p>	<p>Case studies Specific lessons/days to address Assemblies</p> <p><b>Water safety visit from appropriate rescue service re dangers of open water swimming</b></p>
<p>School provides opportunities for pupil involvement and engagement</p>	<p>School council minutes Pupil voice records Class assemblies 'you said, we did' board Year group assemblies/house assemblies Whole school assemblies</p>
<p>Staff are suitably trained in addressing and supporting opportunities for pupils' personal development and 'Learning for Life' linked specifically to safety</p>	<p>Records of training/CPD for PD/PSHE to support taught curriculum</p> <p>Notices/briefings shared with all staff</p> <p><b>PE CPD teaching Outdoor and Adventurous Activities</b></p> <p><b>School has the most recent Safe Practice Book</b></p> <p><b>Updated PE Policy following Safe Practice guidance</b></p>

## SUGGESTED EVIDENCE FOR SILVER AWARD

<p>Safety Education is delivered through:</p> <ul style="list-style-type: none"> <li>• High quality teaching (evidenced through classroom environments, recording of work etc...)</li> <li>• Inclusive curriculum planning which is regularly reviewed to reflect current trends</li> <li>• A range of impactful enhancements to the curriculum offer (visitors/ special events)</li> </ul>	<p>Schemes of work/learning- reviewed to reflect current trends</p> <p>Examples of work to demonstrate high quality teaching across the school (breadth of evidence)</p> <p>Monitoring summaries to show consistency of high-quality teaching and learning across school</p> <p>Evidence of effective drop-down days/themed activities that show progression and impact of learning</p> <p>Assembly themes Photographs of visitors Enhancement tracker/personal development tracker Pupil voice- quotes/voice recordings of impact of visitors and visits Quotes from visitors and visits External evidence (advisor report/OFSTED report)</p> <p><b>Assembly and lessons on Drowning Prevention Week</b></p> <p><b>Visits from emergency services</b></p>
<p>School proactively addresses wider factors that may impact on safety and takes steps to address these</p>	<p>Planning to demonstrate where the PD programme is reflective of the context of the school</p> <p>Progressive themed weeks embedded into the curriculum</p> <p>PAQ</p> <p>Parent /governor information sharing</p> <p>Adding information on newsletters/social media</p> <p>Priority themes that are addressed more often in the curriculum (e.g water safety/county lines/ vaping)</p>
<p>Pupils are actively involved in shaping the landscape for safety education throughout school (i.e- leading assemblies/school council)</p>	<p>Identified 'hot spots' and what has been done to address this- PALS/MH ambassadors/ Anti-bullying ambassadors</p> <p>Internet safety logging incidents /CEOP/ Sharp system and explaining how that is used effectively to keep themselves safe</p> <p>Evidence of peer mentoring programme being set up</p> <p>Teacher mentors are available for students</p>




<p>All school staff (including TAs, lunchtime supervisors and site supervisors) work collaboratively to embed a culture that actively supports pupil's 'Learning for Life' (this may include working groups) linked specifically to safety</p>	<p>Evidence of working parties/stakeholder groups</p> <p>Network meetings attendance</p> <p>Evidence of dissemination of key information to wider school teams (including welfare /office staff)</p> <p>Some beginning evidence of the personal development programme being embedded whole school in different curriculum areas to see cohesion</p> <p>Some lesson plans that show opportunities for PD to be addressed in other subjects (careers/aspirations in English. Stereotyping. Mental health etc...)</p> <p>Beginning to see examples of PD being considered in subject policies</p> <p>Piloting specific subjects to begin to bring cohesion across school with PD and other areas of the curriculum</p> <p><b>PE Subject Leader has 4 yearly Safe Practice training</b></p>
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## SUGGESTED EVIDENCE FOR GOLD AWARD

<p>Safety Education is exemplary Effective practice is shared via supporting other schools and settings</p>	<p>Silver + evidence of networking with other schools</p> <p>Multi-agency working</p> <p>Evidence of specific interventions</p> <p>Working with other colleagues to address issues – feeding into behaviour and attitudes and safeguarding</p> <p>Active travel to and from school Road safety training, walking bus Learn to cycle, cycle skills and bikeability part of the curriculum</p>
<p>School provides opportunities to develop skills and current good practice beyond school and into the wider community</p>	<p>Evidence of working parties/stakeholder groups Network meetings attendance</p> <p>Evidence of dissemination of key information to wider school teams (including welfare /office staff)</p> <p>Some beginning evidence of the personal development programme being embedded whole school in different curriculum areas to see cohesion.</p>
<p>Pupils take a lead sharing projects with the whole school community and wider stakeholders</p>	<p>Ambassador-led assemblies (prefects/groups)</p> <p>Pupils reporting to governors</p> <p>Representing the school at community events</p> <p>Taking an active role in the community (monitoring vehicle speeds)</p> <p>Pupils present to other agencies/ local councillors to discuss issues</p> <p>DofE</p> <p>The great Lancashire debate</p> <p>Established peer mentoring programme being set up</p> <p>Teacher mentors well-established are available for students (possibly a named adult)</p>
<p>All school staff (including TAs, lunchtime supervisors and site supervisors) have</p>	<p>Sharing and leading on clusters to share good practice across schools</p>

<p>worked collaboratively and embedded a culture that actively supports pupil's Learning for Life linked specifically to safety</p>	<p>Evidence of the personal development programme being embedded whole school in different curriculum areas to see cohesion</p> <p>Lesson plans that show opportunities for PD to be addressed in other subjects (careers/aspirations in English. Stereotyping. Mental health etc...)</p> <p>Embedded PD being included in all subject policies</p> <p>SIP to demonstrate leadership commitment to PD opportunities and cohesion across all curriculum areas</p> <p>Leading on workshops for other settings and schools</p> <p>Becoming a hub to bring communities together to share information with school and other visitors</p>
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 <p>LANCASHIRE Learning 4Life Award Living safely Flagship Award</p>	<p><b>REQUIRED EVIDENCE FOR FLAGSHIP STATUS</b></p>
<p>To gain flagship status, a school will have been accredited gold and submit further evidence to demonstrate how they have been able to sustain this standard to retain their gold standard and continue to develop.</p>	<p>Sustained evidence of gold standard being held for 3 years and continued development</p> <p>2x 'gold' submissions will constitute the 'flagship' status</p> <p>Schools will be supported through the flagship status on an individual basis</p>

School notes and comments: