



Learning to Love at West SILC



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Overview

At West SILC, Learning to Love, known as L to L, brings together Relationships Education, Relationships and Sex Education and Health Education.

We define Relationships, Sex and Health Education as:

“The education our learners need to ensure they are supported with, and understand, their physical, emotional and moral development.”

L to L helps learners understand who they are, how they feel, how their bodies develop and how to form safe and respectful relationships. It provides practical opportunities for learners to communicate choices, understand personal boundaries, recognise unsafe behaviour and ask for help.

This learning is particularly important for learners with SEND, who may be more vulnerable to bullying, abuse, exploitation, harassment and online harm. Safeguarding therefore runs throughout the curriculum.

Learning is adapted to each learner's developmental stage, communication needs and lived experience. Different families, relationships and identities are represented positively, with equality, dignity and respect at the centre of teaching.



Subject Intent

The purpose of L to L is to help learners develop a positive sense of self, build healthy relationships and become as safe and independent as possible.



The curriculum supports learners to:

- recognise and communicate their feelings, needs and choices;
- value themselves, their bodies and their individual identity;
- develop kind, respectful and appropriate relationships;
- understand personal space, privacy, consent and boundaries;
- recognise the difference between safe and unsafe behaviour;
- respect different families, relationships, identities and experiences;
- understand how to behave safely and responsibly online;
- identify trusted adults and communicate when they need help;
- develop confidence, resilience and informed decision-making; and
- prepare for relationships, community life and adulthood.

The intended outcomes will look different for each learner. Progress may range from communicating “no” or responding to “stop”, to recognising coercion, managing online relationships or making informed decisions about sexual health.

Implementation by pathway

L to L is taught in ways that reflect the needs and learning approaches of each pathway. Content is not determined by age alone. Instead, teaching is matched to learners' understanding, communication, emotional development and level of independence. For some learners, L to L begins through familiar routines, sensory experiences and supported interactions. This may include recognising familiar adults, showing likes and dislikes, responding to emotions or communicating that an activity should stop. As learners' understanding develops, teaching includes friendships, families, body awareness, privacy, appropriate touch, consent, online safety and asking for help. Older and more independent learners explore more complex areas such as healthy and unhealthy relationships, sexual health, exploitation, social media, workplace boundaries and adult life. Teaching approaches may include:

- sensory stories and practical experiences;
- symbols, photographs and Widgit resources;
- AAC and objects of reference;
- social stories and visual sequences;
- role play and real-life scenarios;
- structured discussion and questioning; and
- learning within the community.

Key ideas are broken into small steps and revisited regularly. Planned lessons are supported by consistent messages throughout the school day, including during personal care, social times, pastoral support, online learning and community activities.

Staff adapt teaching when new risks or safeguarding concerns emerge, ensuring that L to L remains relevant, preventative and meaningful for every learner.



Explore Pathway



Learning to Love within the Explore Pathway is designed for our youngest learners who are working within the early stages of development. The curriculum is highly personalised and focuses on developing the foundations of communication, relationships, emotional wellbeing, personal safety and independence.

Learning follows a five-year rolling cycle using a spiral approach. Key themes are revisited regularly so that learners have repeated opportunities to build understanding and apply skills in different situations.

The curriculum is closely linked to the EYFS, particularly Personal, Social and Emotional Development. Learning is matched to each learner's developmental stage, communication needs, sensory profile and individual EHCP outcomes.

For Explore learners, Learning to Love is embedded throughout the school day rather than taught only through discrete lessons. Learners develop skills through continuous provision, play, daily routines, transitions and interactions with familiar adults and peers.

Personalised and Accessible Teaching

- Staff use sensory resources, objects of reference, symbols and AAC to support understanding and communication.
- Learners are given regular opportunities to make choices and communicate their likes, dislikes, needs and preferences.
- Learning is supported by familiar routines, repetition and consistent adult responses.
- Speech and Language Therapy and Occupational Therapy approaches are incorporated where appropriate.
- Adults model positive relationships, boundaries and safe communication throughout the day.

The aim is for every learner to become increasingly able to participate in their own life, communicate what they want and need, and feel safe, supported and respected.

Explore Pathway

Learning to Love is woven through everyday experiences so that learners can develop an early understanding of themselves, other people, feelings, safety and independence.

Relationships and Communication

Learners are supported to notice and respond to familiar adults and peers, share attention, take turns and begin to build positive relationships. Staff use Intensive Interaction, play and supported social experiences to develop communication and interaction.

Self-Awareness and Feelings

Learners explore their likes, dislikes, interests and preferences. They are supported to recognise and express basic feelings and, where appropriate, begin to use simple strategies to help them feel calm and safe.

Choice, Consent and Personal Boundaries

Choice-making is a central part of Learning to Love. Learners are given regular opportunities to communicate preferences and indicate when they want an activity to start, continue, stop or change. This may be through facial expression, body language, gesture, vocalisation, objects of reference, symbols or AAC. Learners begin to develop an understanding of concepts such as yes, no, stop, more, finished and help, alongside early awareness of personal space, safe touch and public and private.

Self-Care and Independence

Daily routines are used to develop independence and body awareness. Learners are supported to take an active role in eating and drinking, dressing, toileting, personal hygiene and recognising when they are tired or unwell.

Keeping Safe

Learners begin to recognise familiar and trusted adults, safe and unsafe situations, and how to communicate when something feels wrong or uncomfortable. Safety teaching is reinforced through consistent routines, visuals and real-life experiences.

Explore Pathway



Engage Pathway

Learning to Love within the Engage Pathway is built around the essential skills learners need to communicate, stay safe, develop relationships and participate meaningfully in the world around them. For many learners within Engage, L to L is not taught as a stand-alone subject. Instead, learning is embedded throughout the school day and shaped around each learner's Personalised Learning Plan (PLP) and EHCP outcomes.

The curriculum is highly individualised and reflects each learner's communication, physical, sensory, medical and emotional needs. Communication and Social & Emotional PLPs are particularly important, as they provide the foundations for developing relationships, emotional understanding, personal safety and self-advocacy.

Personalised and Embedded Teaching

- Learning takes place through daily routines, transitions, therapy sessions, interactions and classroom experiences.
- Staff use symbols, visual supports, sensory cues, objects of reference and AAC to support understanding and communication.
- Teaching is informed by each learner's PLP, EHCP outcomes and multidisciplinary support.
- Learning is broken into small, meaningful steps and revisited regularly.
- Staff create frequent opportunities for learners to make choices, communicate preferences and take an active role in what happens to them.
- Where appropriate, the PSHE Association's Planning Framework for pupils with SEND is used to support coverage and progression.

The overall aim is to help learners develop greater agency, communication, safety, emotional wellbeing and independence.



Engage Pathway

Learning to Love within Engage focuses on helping learners understand themselves, communicate their needs and develop the foundations of safe and respectful relationships.

Choice, Consent and Self-Advocacy

Choice-making and consent are central to the Engage approach. Learners are supported to communicate whether they want an activity to start, continue, stop or change. This communication may be shown through facial expression, body language, gesture, vocalisation, eye gaze, symbols or AAC. Staff take time to understand each learner's individual communication style and respond consistently to signs of comfort, discomfort, enjoyment or refusal.

Relationships and Communication

Learners are supported to build positive interactions with familiar adults and peers. This may include sharing attention, initiating interaction, taking turns, responding to others and developing trust.

Self-Awareness and Emotional Wellbeing

Learners develop awareness of their likes, dislikes, interests and emotions. Staff support them to communicate how they feel and, where appropriate, begin to use personalised strategies to support emotional regulation.

Personal Safety and Boundaries

Learners begin to develop an understanding of safe and unsafe situations, trusted adults, personal space, public and private, appropriate touch and how to ask for help. They are also supported to express refusal in a way that is meaningful to them.

Self-Care and Independence

Learning is embedded within everyday routines such as eating and drinking, dressing, toileting, personal hygiene and personal care. Learners are encouraged to participate as independently as possible and to communicate choices and preferences throughout these routines. Where appropriate, discreet RSE sessions may also be used to explore public and private, safe and unsafe touch, consent and puberty.

Engage Pathway



Aspire Pathway

Learning to Love within the Aspire Pathway is designed for learners with complex communication needs and autism. Teaching is highly personalised and focuses on helping learners develop communication, emotional regulation, relationships, independence and personal safety.

The curriculum follows a one-year spiral cycle, with key themes revisited as needed to support understanding and mastery. Learning is broken down into small, meaningful steps and is closely linked to each learner's EHCP outcomes, developmental stage and level of maturity.

For Aspire learners, L to L is embedded throughout the school day rather than taught only as a stand-alone lesson. Learners develop skills through structured routines, one-to-one and small-group sessions, open provision, therapy input and real-life experiences.

Personalised and Responsive Teaching

- Learning is adapted to individual communication, sensory and emotional needs.
- Staff use Intensive Interaction to develop social communication and meaningful interaction.
- Elements of the SCERTS framework support communication and emotional regulation.
- Symbols, visual supports, sensory resources and AAC are used where appropriate.
- Teaching focuses on small-step progress, recognising that learners may have uneven or 'spiky' profiles.
- Learning is reinforced through familiar routines and repeated across different contexts.

The overall aim is to help learners communicate their needs and preferences, build positive relationships, feel safe and supported, and become as independent as possible.

Aspire Pathway

Learning to Love within Aspire focuses on helping learners understand themselves, regulate their emotions, communicate choices and develop safe and respectful relationships.

Self-Awareness and Communication

Learners are supported to develop a greater understanding of who they are, including their likes, dislikes, strengths and interests. Staff use individual communication systems to help learners express needs, preferences and choices.

Relationships and Social Communication

Learners develop skills in interacting with familiar adults and peers, initiating and sustaining communication, sharing attention and building trust. Intensive Interaction and structured social opportunities are used to support these skills.

Emotional Regulation

Learners are supported to recognise and manage their emotions using personalised strategies. Elements of the Zones of Regulation and SCERTS are used where appropriate to help learners identify feelings, understand triggers and regulate more independently.

Choice, Consent and Personal Safety

Learners are given regular opportunities to communicate choices and preferences and to indicate when they want something to continue, stop or change. Teaching develops understanding of safe and unsafe situations, trusted adults, personal space, boundaries, appropriate touch, public and private, consent, refusal and asking for help.

Self-Care and Independence

L to L learning is reinforced through everyday routines including personal hygiene, dressing, eating and drinking, toileting and other self-care skills. Learners are supported to take an increasingly active role in these routines.

Learning Beyond the Classroom

Where appropriate, learners apply their L to L skills through community-based experiences such as shopping, cafés, enterprise activities, local parks and public transport. These experiences allow learners to practise communication, independence, safety and social skills in real-life contexts.

Aspire Pathway



Connect Pathway

Learning to Love within the Connect Pathway is designed for learners who may have significant communication, cognitive and sensory processing needs. Teaching is highly adapted so that learners can access key learning about relationships, emotions, safety, wellbeing and independence in ways that are meaningful to them.

The curriculum is developmental and practical, with learning broken down into small steps and revisited regularly.

Communication is central to the pathway, as learners are supported to express their needs, understand others and build confidence in making choices and asking for help.

For Connect learners, L to L is taught through a combination of planned lessons, daily routines, regulation activities, life skills and real-life experiences.

Accessible and Practical Teaching

- Staff use symbols, Makaton and AAC to support communication and understanding.
- Teaching is adapted to learners' sensory, physical and communication needs.
- Zones of Regulation is used to develop emotional awareness and self-regulation.
- Social stories and visual supports help learners understand relationships, boundaries and safety.
- Learning is repeated in different contexts to support understanding and generalisation.
- Life skills and community experiences are used to help learners apply their learning in meaningful situations.

The overall aim is to help learners develop the communication, emotional understanding and practical skills they need to build positive relationships, stay safe and become increasingly independent.

Connect Pathway

Learning to Love within Connect helps learners make sense of their emotions, relationships and everyday experiences through concrete, visual and practical learning.

Relationships and Communication

Learners are supported to communicate with others, build friendships and understand appropriate social behaviour. Teaching develops skills such as listening, turn-taking, sharing, recognising kindness and understanding how behaviour can affect other people.

Emotional Regulation

Learners are supported to recognise and communicate their emotions and identify strategies that help them regulate. Zones of Regulation is used to help learners identify feelings and triggers, understand expected and unexpected behaviour, and use strategies or objects that support regulation.

Personal Safety and Boundaries

Learners develop their understanding of safe and unsafe situations, trusted adults, personal space, appropriate touch, consent, the right to say no, public and private, and how and when to ask for help. Bespoke social stories and visual resources are used where needed to reinforce these messages.

Online Safety

Online safety is taught through accessible and familiar examples. Learners are supported to recognise safe and unsafe online behaviour, understand the importance of protecting personal information and images, and know who to tell if something online makes them worried or uncomfortable.

Independence and Real-Life Learning

L to L is reinforced through life skills and community experiences. Learners practise asking for help, making safe choices, following routines, accessing services, managing personal care and communicating appropriately in different settings. This helps them transfer learning from the classroom into everyday life.



Connect Pathway



Climb Pathway



Learning to Love within the Climb Pathway is designed to help learners develop a deeper understanding of relationships, wellbeing, safety, independence and preparation for adulthood.

The curriculum is taught through a four-year cycle in Key Stage 1 and Key Stage 2 and a five-year cycle in Key Stage 3 and Key Stage 4. This allows important themes to be revisited regularly while also broadening and deepening learners' knowledge over time.

L to L is taught as a discrete lesson at least once each week, but key themes are also reinforced across the wider curriculum through Life Skills, Zones of Regulation, pastoral support and community-based learning.

Structured and Developmental Teaching

- Learning is broken down into smaller, achievable steps.
- Teaching reflects learners' developmental stage and individual starting points.
- Visuals, symbols and communication supports are used where appropriate.
- Lessons may be delivered as whole-class, small-group or individual sessions.
- Practical and real-life activities are used to support understanding and generalisation.
- Restorative approaches are used where appropriate to support relationships, trust and emotional regulation.

The overall aim is to help learners build the knowledge, confidence and practical skills they need to manage relationships, make safe choices and become increasingly independent.

Climb Pathway

Learning to Love within Climb supports learners to understand themselves and others, manage emotions, build positive relationships and respond safely to situations they may encounter in everyday life.

Relationships

Learners explore what makes relationships healthy, respectful and safe. Teaching develops understanding of friendship, trust, kindness, respect, consent, personal boundaries, peer influence, conflict and relationship breakdown. Learners are also supported to recognise unhealthy or abusive behaviour.

Emotional Wellbeing

Learners develop a wider emotional vocabulary and are supported to understand how feelings can influence behaviour and decision-making. They explore strategies for managing strong emotions, coping with setbacks, developing resilience and recognising when they may need support.

Personal Safety

Learners are taught how to recognise risk and make safer decisions in a range of situations. This includes safe and unsafe touch, sharing worries, secrets, emergency situations, bullying, harassment, exploitation, coercion and knowing who to approach for help.

Online Safety and Relationships

Learners develop an understanding of how to communicate safely and respectfully online. Teaching explores online friendships, image sharing, grooming, social media, reliable and unreliable information and how to report an online concern.

Preparing for Adulthood

Learning is increasingly applied to real-life situations through Life Skills and community experiences. Learners practise using money, travelling safely, accessing shops and services, understanding work and future choices, making decisions and seeking help in the community.

Climb Pathway



Respectful

- A friend tells you who you can and can't speak to online.
- A friend congratulates you on good news.
- A classmate checks in to see how you're doing after school.
- A friend shares a funny video or meme that makes you both laugh.
- A friend uses kind language and no name-calling or insults.
- People only talk about topics that you are comfortable with.
- A friend asks politely before adding you to a group chat.
- A person accepts your decision not to share something personal.
- A person sticks up for you if others are being unkind online (without starting drama).
- Someone only uses photos, videos, or messages you have agreed to share.
- Someone messages you to say thanks for helping them on a game.
- Someone helps you with a homework question without making you feel stupid.



Inappropriate

LO: To understand how to have safe, respectful and healthy online relationships.

Independent	Initial	Occasional	Continuous
/			

1-12-25

Many worked independently. Staff glued into book.

- Someone keeps asking you for private information (address, phone number, school).
- Someone tells you not to tell your parents or teachers about them.
- A person asks you to keep your conversations a secret from adults.
- A person tries to get you to hide your location or travel to see them.
- Someone threatens to stop being your friend if you don't do what they want.
- Someone encourages you to meet them alone in person.
- Someone asks for photos that make you uncomfortable.

ilt-trip you into replying ("If you care

Elevate Pathway

Learning to Love within the Elevate Pathway is delivered through the Co-op Academy Priesthorpe Relationships and Sex Education curriculum, with additional support and adaptation from West SILC where required.

The curriculum follows a spiral approach, allowing learners to revisit key themes regularly and build their knowledge, understanding and confidence over time. Teaching is designed to be relevant to learners' age, stage of development and lived experiences.

L to L themes are explored through structured lessons and are reinforced through wider pastoral and curriculum opportunities.

Inclusive and Adapted Teaching

- SILC staff provide additional differentiation and adapted resources where needed.
- Symbols, Makaton and AAC are used where appropriate to support access and communication.
- Learners may receive additional one-to-one or small-group support.
- Teaching is adapted dynamically in response to individual needs and understanding.
- Pastoral staff and external agencies may contribute specialist input where appropriate.
- Key themes are revisited to support continuity, progression and retention.

The overall aim is to help learners develop safe, respectful relationships, understand themselves and others, and make informed choices as they move towards adulthood.

Elevate Pathway

Learning to Love within Elevate supports learners to develop their understanding of relationships, identity, wellbeing, personal safety and preparation for adult life.

Relationships and Identity

Learners explore healthy and respectful relationships, friendship, love, romantic relationships and different family structures. Teaching also develops understanding of sexual orientation, gender identity, trust, respect, responsibility and the signs of unhealthy or unsafe relationships.

Consent and Personal Safety

Learners are taught about consent within relationships, personal boundaries, resisting pressure and recognising safe and unsafe behaviour. They also develop an understanding of the law in relation to relationships and sexual behaviour and know how to seek help when needed.

Puberty and Sexual Health

Teaching develops learners' understanding of physical and emotional changes during puberty, reproductive health, readiness for relationships, sexual health, contraception and sexually transmitted infections.

Online Safety

Learners are supported to recognise and manage online risks, including sexting, image sharing, online pressure, digital relationships and inappropriate content. They are also taught how and where to report concerns.

Preparing for Adulthood

As learners progress, teaching increasingly focuses on the knowledge and skills they need for adult life. This includes making informed decisions, managing relationships, understanding rights and responsibilities, maintaining personal wellbeing and accessing appropriate help and support.



Elevate Pathway

Strangers



People I don't know.

People I shouldn't share personal information with.

You're talking to a friend from your class through a messaging app. Only you and your friend are involved in the discussion. Can you share personal information?

You are going on a bus journey and someone you haven't met before begins talking to you. She seems like a nice, kind person. She asks you where you live. Should you tell her?

You've got an online friend whom you've never met in real life. You've been friends online for ages and get on really well. Your online friend sends you a photograph. They look like a child, just like you. They ask for your picture. Should you send it to them?

You are talking to your friend's mum on the school playground. You tell her it is your birthday soon and you are having a party at your house. She asks you where you live. Should you tell her?

Trusted Adults



People I can share personal information with.

People I can talk to if I don't feel safe.

You're chatting to your cousin via a video call at home. Is it OK to share personal information?

Your teacher is checking letters for a school trip. She notices that your parents forgot to put their phone number on. She asks for the number so she can add it to the letter. Can you share it with her?

You are at a family party. Your parents have just got a new phone number. Your grandad asks for their new number so he can update it on his phone. Do you share this information?

You are at the library and the librarian asks for your address so that you can borrow a book. Should you share this information?

You have become lost while out shopping with your parents. You tell a member of staff in a nearby shop – you know he is a member of staff because he is wearing a uniform and a name badge. He asks for your name to help you find your parents. Is it OK to share this information?

You have just seen two cars bump into each other on the road outside your house. A police officer is finding out what happened and wants to ask you some questions. Is it OK to tell the police officer your name and address?

WAIP

Learning to Love within WAIP is designed for learners in Key Stage 3 and Key Stage 4 and supports them to rebuild confidence, develop positive relationships and re-engage successfully with education and the wider community. The curriculum follows a spiral approach, with key themes revisited over time so that learners can deepen their understanding and apply their learning to new and challenging situations.

Learning is highly personalised and takes account of each learner's previous experiences, emotional readiness and individual needs. Staff place strong emphasis on building trusted relationships and creating a safe environment where sensitive topics can be explored openly and respectfully.

Flexible and Responsive Teaching

- Learning to Love is taught through dedicated weekly lessons.
- Teaching is reinforced through pastoral work, one-to-one mentoring and wider curriculum opportunities.
- The curriculum balances structure with flexibility so staff can respond to emerging issues.
- Thematic days and enrichment activities provide additional opportunities to explore key themes.
- External agencies and home schools contribute targeted workshops and interventions where appropriate.
- Teaching focuses on developing communication, self-regulation, empathy and a sense of belonging.

The overall aim is to help learners develop the confidence, resilience and responsibility they need to make safer choices, build positive relationships and participate successfully in their community.

WAIP

Learning to Love within WAIP focuses on the knowledge and skills learners need to manage relationships, wellbeing, safety and future adult life.

Relationships and Respect

Learners explore healthy and unhealthy relationships, consent, personal boundaries, respectful communication, identity and diversity. Teaching also supports learners to recognise exploitation, grooming and unsafe behaviours and to understand how to seek help.

Emotional Wellbeing

Learners develop their understanding of positive and negative mental health, emotional regulation, resilience and self-esteem. They are supported to recognise when they or someone else may need help and to understand how social media can influence wellbeing.

Staying Safe

Teaching develops awareness of online and community safety, weapons, substance misuse, drugs and alcohol, exploitation and grooming. Learners are encouraged to consider consequences, identify risks and make more informed decisions in challenging situations.

Rights, Responsibilities and Community

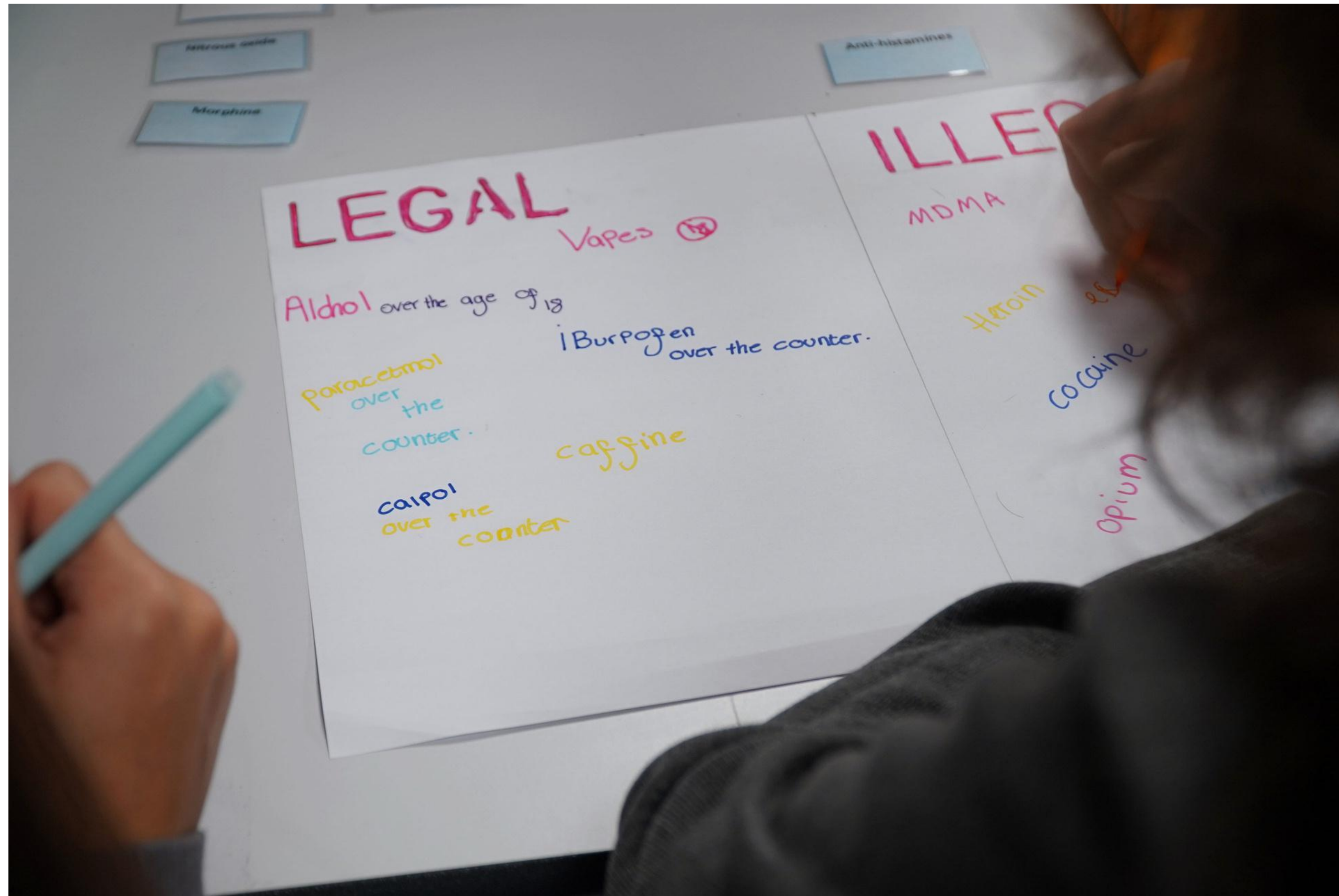
Learners explore their role within modern Britain through learning about crime, law, courts, democracy, human rights, hate crime, diversity, tolerance and responsibility. This supports them to understand both their own rights and the impact of their choices on others.

Preparing for the Future

Learning supports preparation for adulthood through careers education, financial capability, work experience, Post-16 options, communication in relationships, future planning and managing transitions. External agencies may provide specialist input where this supports learners to connect classroom learning with real-life situations.



WAIP



PLC

Learning to Love within PLC is designed to prepare learners for adulthood by developing the knowledge, confidence and practical skills they need to manage relationships, health, safety, independence and participation in the wider community.

The curriculum is delivered through a three-year cycle, allowing learners to revisit key themes, deepen their understanding and apply learning in increasingly independent and realistic contexts.

Learning takes place across a wide range of settings, including classroom lessons, work-related learning, travel training, home management, kitchen sessions, community activities and practical engagement sessions. This helps learners connect Learning to Love to the situations they are likely to experience in adult life.

Practical and Preparation-for-Adulthood Focus

Teaching is adapted to individual need and readiness, with staff making sure content is accessible, relevant and meaningful. Learners are given opportunities to explore relationships, consent, emotional wellbeing, personal safety, online safety, health and independence through practical and real-life experiences.

External agencies may also contribute specialist input where appropriate, particularly in areas such as relationships, resilience, self-esteem and sexual health.

Zones of Regulation is used where appropriate to support learners to understand and manage emotions and behaviour.

The overall aim is to help learners become as confident, safe and independent as possible, with the skills they need to make informed choices and manage adult life with dignity and resilience.



PLC

Learning to Love within PLC prepares learners for adult life by developing the knowledge, confidence and practical skills they need to manage relationships, health, safety and increasing independence.

Relationships and Consent

Learners explore friendships, romantic and sexual relationships, consent, personal space and respectful communication. Teaching supports learners to recognise healthy and unhealthy relationships, set boundaries, understand their own relationship values and know when and how to seek help.

Identity, Equality and Respect

Learners are encouraged to understand and respect different identities, families and relationships. Teaching explores areas such as gender equality, masculinity, feminism, stereotypes and the importance of treating others with dignity, fairness and respect.

Online Safety and Digital Life

Learners develop their understanding of how to manage their digital lives safely and responsibly. This includes online friendships, digital footprints, image sharing, privacy, scams and recognising how online information and identities can be misleading or harmful.

Health and Wellbeing

Teaching supports learners to understand their physical and emotional health, including mental wellbeing, personal hygiene, puberty, reproductive health, contraception, sexually transmitted infections, drugs, alcohol, smoking and vaping. Learners are encouraged to make informed choices and know where to access appropriate support.

Keeping Safe and Getting Help

Learners develop practical strategies for staying safe in the community, recognising risk, understanding personal boundaries and responding in emergencies. Teaching includes community safety, first aid, emergency services and knowing when and how to ask for help.

Independence and Preparation for Adulthood

L to L is closely linked to real-life and vocational learning. Learners apply their understanding through travel training, work-related learning, home management, community independence and practical life skills. They are supported to manage money, use transport, access services, make informed choices and plan for their future.

These experiences help learners transfer L to L knowledge into everyday adult life, supporting greater confidence, autonomy, resilience and independence.

PLC



Impact

The impact of Learning to Love is seen in the way learners develop greater understanding of themselves, their relationships, their wellbeing and the world around them.

Across the pathways, learners are supported to become more confident in communicating their needs, making choices and expressing preferences. They develop increased awareness of emotions, personal boundaries, consent, safety and appropriate relationships.

Learners are increasingly able to recognise when something feels safe or unsafe, identify trusted adults and seek help when they need it. They are supported to understand how their behaviour affects others and to develop respectful, positive relationships.

As learners progress, they develop greater independence in areas such as self-care, decision-making, online safety, community participation, managing relationships and preparation for adulthood.

Impact will look different for every learner and may include:

- communicating a preference or refusal more consistently;
- recognising and expressing emotions;
- developing positive interactions with adults and peers;
- understanding personal space and boundaries;
- making safer choices;
- asking for help appropriately;
- applying learning in real-life situations; and
- demonstrating increased confidence, independence and self-advocacy.

Learning to Love contributes directly to learners' safeguarding, personal development, wellbeing and preparation for adult life.



Assessment



Assessment within Learning to Love is continuous, personalised and matched to the developmental stage of each learner.

Progress is assessed through a combination of observation, learner responses, practical application, discussion, work produced and evidence gathered across everyday contexts. Staff consider not only what a learner knows, but how well they can apply that knowledge in meaningful and real-life situations.

Assessment approaches vary across pathways. For learners working at earlier developmental stages, progress may be identified through engagement, communication, anticipation, choice-making and changes in response. For learners working at more advanced levels, assessment may include understanding of key concepts, application to scenarios, decision-making and increasing independence.

Evidence may include:

- progress towards EHCP outcomes and personalised small-step targets;
- observations of learning in lessons and everyday routines;
- evidence captured through pathway assessment systems;
- learner voice, including AAC and other communication methods;
- practical application in life skills and community settings;
- responses to real-life and simulated scenarios; and
- staff assessment of independence, understanding and generalisation.

Assessment is used to identify next steps, inform planning and ensure that teaching remains responsive to individual need.

Leaders also evaluate the wider impact of Learning to Love through safeguarding information, behaviour and sexual-harassment logs, online-safety incidents, learner and parent voice, and staff confidence. This helps ensure that the curriculum remains relevant, effective and responsive to emerging needs and risks.



***For further information,
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