

LEARNING FOR LIFE (PSHE)

Introduction:

“I have come that you might have life, and have it to the full.” (John 10:10)

What does having a ‘full’ life mean? This question must be at the heart of our vocation as educators. It calls for both reflection and discernment. As Christians we recognize each of the young people in our care as a creation of God, made in the *imago Dei*. This should mark a radical distinctiveness in the nature of Christian education. All too often it seems to make no difference at all. As Woodard Schools we strive to be *theological* communities – that is, we are engaged in a discourse about God. This discourse takes place within the Christian tradition. As such we can proclaim that there is such a thing as a “good life”. We are called to speak about a vision of life that goes beyond a mere accumulation of wealth, possessions – even qualifications. It is what enables us to embrace every child no matter what their gifts and skills. It is what enables us to talk about a ‘full’ life.

This ‘Learning for Life’ must be recognized as not merely a statutory requirement to be dispensed with as painlessly as possible, but the very purpose of our schools’ existence. The mere delivery of fact without value is not, as sometimes claimed though, leaving our young people to ‘make up their own minds’. Instead, it is implicitly reinforcing the norms of a society of confused and confusing values. Our young people seek guidance from us, both in what we say and in how we live.

Personal, Social, Health, and Citizenship Education should stand at the core of our being as Christian schools. It is our conviction that what constitutes a healthy and balanced life does not change according to historical fashion. Furthermore, questions about our obligations to others are central to the Gospel message. The Christian tradition has long reflected on the questions, ‘How should we live in community with others?’, ‘what does the balanced life look like?’, ‘what are my duties to others?’. If we look at these questions we see that they relate, each in turn, to the four aspects that make up PSHCE.

At Ardingly our approach to this subject is a holistic one that addresses roots rather than symptoms. It begins with an examination of what it means to be a healthy individual in body and mind. It derives insights from the Christian monastic tradition and from virtue ethics. The whole approach is undergirded by the Ardingly Learner Profile which sets forward our desired ‘end’ for our students. This profile is derived from the IB Learner Profile but contextualised for use in a Woodard School.

The programme moves on to a discussion of our immediate relationships with others, emotional, and sexual. It asks about what constitutes a healthy and balanced approach to these relationships. Finally, our wider roles and responsibilities in society are considered. This is tied in to our obligations to charity and our desire to create international-minded and socially responsible young men and women. It must however be emphasized that this is not a catechetical programme. It recognizes that many of our students come from different faith backgrounds or from none. However, it respects that diversity by being honest about the distinctive Woodard ethos that we share and what it means to have a vision of life based on the person and teaching of Christ. It invites students to critically reflect on this approach, to evaluate its strengths and weaknesses, and invites them to reflect on what insights, if any, they might find resonate in their own lives. It does not aim to silence discussion but to enjoin it. As Christians, we cannot talk about human life without talking about the Gospel of Life.

Rationale and aims of the LFL programme:

The LFL programme, in addition to its central place in the School's Woodard ethos, accords and fulfils the Boarding Schools National Minimum Standard 6:

STANDARD 6

6.1 The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

6.2 Personal, social, health and economic education, or its equivalent provides age appropriate advice and guidance on alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted diseases, and protecting oneself from abuse.

6.3 Staff know the school's policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders, and follow that policy in practice.

The course aims:

- ❑ To encourage pupils to develop as individuals beyond the scope of the main curriculum, towards mature, self-aware adulthood
- ❑ To enable pupils to make informed decisions about issues such as sex, drugs, the law and society
- ❑ To develop the understanding pupils have of ethical issues at school, home, society and the world as a whole
- ❑ To improve the study skills and attitudes of pupils towards work at school and beyond

The teaching methodology also follows the same format as for the Department of Divinity and Philosophy in general, but it should be noted that emotional intelligence is a requirement for teaching this subject. Teachers should, as in all subjects, have a good working knowledge of issues such as sex and drugs, but they should also have the character to discuss these sensitive issues with confidence and in appropriate ways.

In addition to LFL in the classroom, the tutorial and house system supports the aims and objectives of LFL as helping young adults to prepare for the world beyond school. Biology also deals with aspects of reproduction, Physical Education deals with team work, the human body and goal setting. English by its nature involves the study of relationships and human nature through literature.

The following pages set out the content of LFL taught at Ardingly College. A certain amount of flexibility is built into the programme so that burning topical issues which come up in the media may be discussed in class. This helps to reinforce the value of LFL to pupils who often feel strongly about these issues and learning a great deal through discussion of them in class.

The following may be considered 'ground rules' for teaching LFL:

- Pupils occasionally make personal disclosures, either in class or to individual teachers. Teachers may come to possess sensitive information, some of it about illegal activity: No member of staff can promise confidentiality in these instances and students should be made aware of the requirement of teachers to inform others if they think a student's welfare is at risk.
- In lessons, establish from the beginning that it is inappropriate to disclose some personal information, whilst encouraging sensitivity and openness as a rule of thumb. Students and staff should not be put under pressure to answer questions they don't want to answer.
- Teachers should uphold the school rules on sex and drugs in particular, but present balanced information from which students can make informed choices.

- Teachers should be aware of cultural and religious views of students which may impact on their response and understanding in class.

The Reflective Journal:

All students in the Shell and the Remove are given a 'LFL Reflective Journal' in which they are encouraged to record their reflections and opinions on the topics that we study each fortnight. Students keep these journals from year to year. Guidance is given about how to use them and students should write a reflection after each lesson. They are not formally assessed but teachers check that they are completed and will occasionally take them in (at least once per report cycle) and make comments on the students' writings. These entries, in collaboration with participation in class, will form the basis of each student's termly report.

Assessment:

LFL is done mostly by observation of class input from students, but also by observing written work in class and by testing students' knowledge from time to time. No homework is set for LFL. Reports are written once per term, in the final reporting session.

Half Days

Occasionally outside agencies are brought in to address a whole year group on topics such as Bullying, e-Safety, and Careers. Students are taken off-timetable for a workshop morning. These half days are arranged in consultation with the Deputy Headmaster.

The Ardingly Learner Profile:

Central to the delivery of LFL in both years is the Ardingly Learner Profile, a contextualization of the International Baccalaureate Learner Profile. Students and teachers at Ardingly strive to be:

- Self-disciplined
- Inquirers
- Knowledgeable
- Thinkers
- Reflective
- Holistic
- Principled
- Communicators
- Stimulated
- Risk-takers
- Caring
- Open-minded
- Balanced

The application of each of these virtues, both in a secular and Christian sense is explored in each topic of study.

Topics of study

As noted above the course takes a thematic and holistic approach to delivering the course. In addition to departmental resources, the programme makes use of the Boardworks interactive course material for KS3 and KS4 Personal Wellbeing and Economic Wellbeing. Boardworks provide high quality resources for the following topics.

SHELL (YEAR 9)

Relationships:

- What makes a good friendship?
- What happens when I start having romantic relationships?
- In terms of physical affection, how do I know what's right?
- What are signs of healthy and unhealthy relationships?
- How can romantic relationships affect my friendships?
- How do I deal with conflicts with my friends?
- Who are 'looked-after' children? What is it like to be a 'child carer'?
- What is bereavement?
- How do people react when a loved one dies?
- How do relationships change when you develop romantic feelings for someone?
- How do I know when I'm ready to have a sexual relationship?
- What is abuse?
- What are the different kinds of child abuse?
- What are the signs of abuse?
- Who can help in situations where a child is being abused?

Sex Education:

- What is puberty?
- What happens when I go through puberty?
- What is personal hygiene? Why is it important?
- What do I need to know about sex? What are STIs?
- How do I protect myself from catching an STI?
- What is a condom?
- What are the different types of birth control?
- What is the 'morning-after' pill? How does it work? Where can I get it?
- Do I remember everything I need to about birth control?
- How do accidental pregnancies occur?
- How do I protect myself from accidental pregnancy?
- What do I do if I do get pregnant?
- What are STIs?
- What are the features, symptoms and treatments of different STIs?
- How do I protect myself from getting an STI?
- How do STIs spread?
- What is HIV?
- What is AIDS?

Drugs Education:

- What are cigarettes?
- How does smoking affect you?

- Why is smoking dangerous?
- Why do people smoke?
- What is addiction?
- What types of alcohol are there?
- How does alcohol affect you?
- Why is it dangerous to drink a lot of alcohol?
- What kinds of drugs are there?
- What drugs are in our everyday diet?
- How do different drugs affect you?
- Why do people take drugs?
- What is peer pressure? How can we deal with peer pressure?
- What is drug misuse? How can I tell if a friend might have a problem with drugs?
- How do I keep myself and others safe from drug use?
- What are some different illegal drugs?
- How do these drugs affect you?
- What are the risks of taking them?
- How does the law classify different drugs?
- What are the legal consequences of drug activity?
- What is drug addiction?
- What are the consequences of drug addiction?
- How do I keep myself and others safe from drug use?

Physical Health:

- What is 'fitness'?
- What kinds of exercise are there?
- Why are exercise and fitness important?
- What kind of exercise should I be doing?
- What is Body Mass Index?
- How is exercise linked to weight loss and weight gain?
- What is first aid?
- How do I put someone in the recovery position?
- How much exercise do I need?
- What does it mean to be vegetarian?
- Why do people choose to be vegetarian?
- Is it healthy to be vegetarian?
- If I want to be vegetarian, how do I make sure I have a healthy diet?
- Should everyone be vegetarian?
- Is it healthy to eat meat at all?
- What does my body need in order to work well?
- What different kinds of food are there?
- How much of each kind do I need to eat?
- What are calories?
- What is the 'eatwell plate'?
- Why do I need to drink water?
- What happens if I don't drink enough?

Learning to Learn:

- What is 'learning to learn' all about?
- What are some facts about my amazing brain?
- What is my PET brain?
- How can I make the most of my PET brain?

- What does it mean to be right-brain and left-brain dominant?
- How does knowing about my brain help me to be a good learner?
- What is VAK learning?
- What are the characteristics of visual learners?
- What are the characteristics of auditory learners?
- What are the characteristics of kinaesthetic learners?
- What kind of learner am I?
- How does knowing what kind of learner I am help me? What kind of diet does my brain need to help me learn better?
- What is the Multiple Intelligences Theory?
- What are the different ways in which I could be smart and talented?
- How do I use my memory?
- What is short-term and long-term memory?
- What are some techniques I can use to become better at remembering things?

Topics of study

As noted above the course takes a thematic and holistic approach to delivering the course. In addition to departmental resources, the programme makes use of the Boardworks interactive course material for KS3 and KS4 Personal Wellbeing and Economic Wellbeing. Boardworks provide high quality resources for the following topics.

REMOVE (YEAR 10)

The Remove topics build on the Shell and are more focused on personal response to the issues, in line with the students' emerging self-awareness. This is complemented by the Eudaemonia (Core RS) programme that examines what it means to have a 'fully human' life.

Emotional Health:

- What is self-esteem?
- What affects self-esteem?
- What is a bully?
- What are the different kinds of bullying?
- Why do people bully?
- What do I do if I think I'm being bullied?
- How can we help to prevent bullying at school?
- What does it mean to have a 'sense of self'?
- How is my sense of self developed?
- What does it mean to have a 'cultural identity'?
- How is my cultural identity developed?
- What is discrimination?
- Why do people discriminate against others?
- What are stereotypes?
- What kinds of discrimination are there?
- How can we deal with discrimination?
- What is body image?
- What are eating disorders?
- What is stress?
- What causes stress?
- How can we deal with stress?

Personal Identities:

- Understanding that identity is affected by a range of factors including a positive sense of self.
- Issues of mental health.
- Learning that how personal qualities and attitudes, skills and achievements are evaluated affects confidence building and self-esteem.
- Understanding that self-esteem can change with personal circumstances such as those associated with family and friendships, achievement and employment.

Healthy Lifestyles:

- Recognising that healthy lifestyles, and the well-being of self and others, are dependent on information and making choices.
- Understanding that our physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when it is threatened.
- Being aware that growth and change are a normal part of growing up.

Risk:

- Understanding risk in both positive and negative terms, and understanding that individuals need to manage risk to self and others in a range of personal and social situations.
- Appreciating that pressure can be used positively or negatively to influence others in risky situations.
- Developing the confidence to try new ideas and face challenges safely, individually and in groups.

Relationships:

- Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- Understanding that relationships can cause strong feelings and emotions.

Diversity:

- Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- Understanding that prejudice, racism and discrimination must be challenged at every level in our lives.

Careers:

The Careers topic forms is taught to the Remove in the Summer Term is delivered to both years in the Enrichment Week in collaboration with the School Careers Department.

SHELL LEARNING FOR LIFE COURSE PROGRAMME OF STUDY 2011-2012
NON-ASSESSED

<u>MICHAELMAS</u>	Week beginning	Week A/B	Topic
Wednesday	31-Aug	A	Introduction to LFL
Monday	05-Sep	B	
Monday	12-Sep	A	Codes of Behaviour: The Ardingly Learner Profile
Monday	19-Sep	B	
Monday	26-Sep	A	Community Living: Ardingly's Anti Bullying Policy
Monday	03-Oct	B	
Monday	10-Oct	A	Bullying: Cyber Bullying
Monday	17-Oct	B	Respect for Others: Tolerance and Diversity
Monday	24-Oct	Long Leave	Long Leave
Monday	31-Oct	Long Leave	
Monday	07-Nov	A	
Monday	14-Nov	B	Relationships/Friendships (KS3 Material)
Monday	21-Nov	A	
Monday	28-Nov	B	Relationships/Friendships (KS3 Material)
Monday	05-Dec	A	
Monday	12-Dec	B	Puberty and personal hygiene (KS3 Material)
Monday	20-Dec	Christmas	Christmas
Monday	27-Dec	Christmas	Christmas
<u>LENT</u>			
Monday	9-Jan	A	Contraception and Pregnancy (KS3 Material)
Monday	16-Jan	B	
Monday	23-Jan	A	Sex and STIs, (KS3 Material)
Monday	30-Jan	B	
Monday	06-Feb	A	Sex and HIV, (KS3 Material)
Monday	13-Feb	Long Leave	Long Leave
Monday	20-Feb	B	Addictions
Monday	27-Feb	A	
Monday	05-Mar	B	Alcohol
Monday	12-Mar	A	
Monday	19-Mar	B	Drugs
Monday	26-Mar	A	
Monday	02-Apr	Easter	Easter
Monday	9-Apr	Easter	Easter
Monday	16-Apr	Easter	Easter
<u>SUMMER</u>			
Monday	23-Apr	B	Healthy Eating and Exercise
Monday	30-Apr	A	
Monday	07-May	B	Body image and stress
Monday	14-May	A	
Monday	21-May	B	Learning to learn /Revision strategies
Monday	28-May	Long Leave	Long Leave
Monday	04-Jun	A	VAK learning – Multiple Intelligences
Monday	11-Jun	B	
Monday	18-Jun	A	ENRICHMENT WEEK – Focus on Careers
Monday	25-Jun	B	
Friday	29-Jun	Commemoration	

**REMOVE LEARNING FOR LIFE COURSE PROGRAMME OF STUDY 2011-2012
NON-ASSESSED**

<u>MICHAELMAS</u>	Week beginning	Week A/B	Topic
Wednesday	31-Aug	A	Self-esteem and personal identity (including Life Online)
Monday	05-Sep	B	
Monday	12-Sep	A	Mental Health & Stress
Monday	19-Sep	B	
Monday	26-Sep	A	Community Living: Ardingly's Anti Bullying Policy
Monday	03-Oct	B	
Monday	10-Oct	A	Bullying: Cyberbullying
Monday	17-Oct	B	Long Leave
Monday	24-Oct	Long Leave	Long Leave
Monday	31-Oct	Long Leave	Respect for Others: Tolerance and Diversity
Monday	07-Nov	A	
Monday	14-Nov	B	Relationships and Friendships : KS4
Monday	21-Nov	A	
Monday	28-Nov	B	Romantic Relationships, Sex and Contraception : KS4
Monday	05-Dec	A	
Monday	12-Dec	B	Romantic Relationships, Sex and Contraception : KS4
Monday	20-Dec	Christmas	Christmas
Monday	27-Dec	Christmas	Christmas
<u>LENT</u>			
Monday	9-Jan	A	Romantic Relationships, Sex, STI's and Pregnancy : KS4
Monday	16-Jan	B	
Monday	23-Jan	A	Romantic Relationships, Sex, STI's and HIV: KS4
Monday	30-Jan	B	
Monday	06-Feb	A	Alcohol KS4
Monday	13-Feb	Long Leave	Long Leave
Monday	20-Feb	B	Alcohol KS4
Monday	27-Feb	A	
Monday	05-Mar	B	Drugs KS4
Monday	12-Mar	A	
Monday	19-Mar	B	Drugs KS4
Monday	26-Mar	A	
Monday	02-Apr	Easter	Easter
Monday	9-Apr	Easter	Easter
Monday	16-Apr	Easter	Easter
<u>SUMMER</u>			
Monday	23-Apr	B	Careers 1
Monday	30- Apr	A	
Monday	07-May	B	Careers 2
Monday	14-May	A	
Monday	21-May	B	Careers 3
Monday	28-May	Long Leave	Long Leave
Monday	04-Jun	A	Citizenship : The social contract
Monday	11-Jun	B	
Monday	18-Jun	A	Citizenship: The Law and The state
Monday	25-Jun	B	ENRICHMENT WEEK
Friday	29-Jun	Commemoration	

Monitoring: Head of Middle School

Policy Review:

Next review Set 2012

Last review September 2011

Persons Responsible:

Head of Middle School