

| Year Group: Shell | | Learning for Life | | Michaelmas Term |
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| Weeks and Unit | Key questions/Learning objectives | Learning outcomes | Key resources | Links to Rolling Plan |
| 1-2 Self esteem/Personal Identify | <ol style="list-style-type: none"> 1. What is self-esteem & what affects it? 2. What does it mean to have a 'sense of self'? 3. What does it mean to have a 'cultural identity'? 4. What kinds of discrimination are there? | <p>All students will understand the concept of self-esteem. All students will recognise that self-esteem may be undermined by other people. Most students will recognise that culture is a key element of personal identity and that this may be discriminated against. Some students will recognise that discrimination reduces self-esteem and is a form of bullying.</p> | <p>Boardworks: KS3 Emotional & Psychological Health</p> <p>Unit 1 (1st half)</p> <p>Unit 2</p> <p>Textbook: Foster: <u>Your Life</u>, p10-15: Racism, prejudice & discrimination role plays.</p> <p>Textbook: Foster & Craven, <u>Your Future</u>, p92-93: Standing up for your beliefs.</p> | ALP: Open-minded; holistic; principled. |
| 3-4 Mental Health and Stress | <ol style="list-style-type: none"> 1. What is mental health? 2. What issues do we need to be aware of? 3. What is stress? 4. How can we reduce stress? | <p>All students will know what we mean by mental health and be able to identify mental health issues, such as depression. Most students will be able to link this to stress, and understand how stress can be caused and reduced. Some students will link the concepts of mental health and stress back to the</p> | <p>Boardworks: KS4 Emotional & Psychological Health</p> <p>Unit 1a & b</p> <p>Textbook: Foster: <u>Your Life</u>, p82-87: Mental Illness – depression magazine article activity.</p> <p>Textbook: Foster & Craven, <u>Your Future</u>,</p> | ALP: Knowledgeable; reflective; balanced. |

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| | | concept of self-esteem. | p46-49: Dealing with stress & emotion DVD clips: About a Boy (2002 PG-13) | |
| 5-9 Bullying & respect for others | <ol style="list-style-type: none"> 1. What is bullying? 2. How should we respond to bullying? 3. What is the school policy on bullying? | <p>All students will know what bullying is and what to do if they suspect bullying is happening.</p> <p>All student will have the opportunity to reflect on their own lives and some students will</p> | <p>Ardingly College website - School Bullying Policy Childline website - http://www.childline.org.uk/pages/home.aspx http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx</p> <p>Impact of bullying on a child clip: http://www.youtube.com/watch?v=TdkNn3Ei-Lg&sns=fb</p> <p>Boardworks: KS3: Emotional & Psychological Health</p> <p>Unit1</p> <p>Textbook: Foster & Foster, <u>Your Life Book 1</u> p42-47 - Bullying activities</p> <p>School Bullying & Cyber-bullying questionnaires on Survey Monkey: http://www.surveymonkey.com/s/NGGCZ35 http://www.surveymonkey.com/s/3G6LG27</p> | ALP: Caring, Reflective, Principled |

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| <p>10-11</p> <p>Relationships and Friendships</p> | <ol style="list-style-type: none"> 1. What makes a good friendship? 2. What are the signs of healthy & unhealthy relationships? 3. How do I deal with conflict with my friends? | <p>All students will recognise that relationships can cause strong feelings and emotions. Most students will recognise that people have multiple roles and relationships in society. Some students will realise that making positive relationships and contributing to communities is important in our lives.</p> | <p>Boardworks: KS3 Personal Wellbeing</p> <p>Unit 1: Relationships</p> <p>Textbook: Foster, Your Life 1 Student Book p28-31: Getting on with others.</p> <p>Textbook: Foster, Your Life 3 p44-47: Being assertive in social situations.</p> | |
| <p>12-14</p> <p>Romantic relationships</p> | <ol style="list-style-type: none"> 1. What happens when I start having romantic relationships? 2. How do relationships change? 3. In terms of physical affection, how do I know what is right? | <p>All students will know the differences between friendships & romantic relationships. Most students will recognise that changes in romantic relationships can create new pressures and that boys and girls look for different things.</p> | <p>Boardworks: KS3 Personal Wellbeing</p> <p>Unit 2: Relationships</p> <p>Textbook: Foster & Craven, <u>Your Future</u>, p66-69: Romantic relationships – difference between boys and girls</p> | |

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| 1-2 Contraception and Pregnancy | <ol style="list-style-type: none"> 1. How do accidental pregnancies occur? 2. How do I protect myself/my partner from getting pregnant? 3. What are different types of birth control? 4. What do I do if I get/get someone pregnant? | <p>All students will know why accidental pregnancies occur and what condoms are. Most students will know several methods of birth control and how they work.</p> <p>All students will know what to do is they/they get someone pregnant.</p> | <p>Boardworks: KS4 Personal Wellbeing</p> <p>Sex Education Unit 2 Part 1a (Unplanned pregnancy options)</p> <p>Textbook: Foster & Craven, <u>Your Future</u></p> <p>P50-52: Safer sex activities</p> <p>Teacher activity book: Taught not Caught, p147-158 Contraception activities</p> | ALP: Knowledgeable, principled, self-disciplined. |
| 3-5 Sex, STIs & HIV | <ol style="list-style-type: none"> 1. What are STIs? 2. How do STIs spread? 3. How can I protect myself against STIs? 4. What is HIV/AIDS? | <p>All students will be able to name STIs and most students will be able to identify their symptoms.</p> <p>All students will know how to protect themselves</p> | <p>Boardworks: KS4 Personal Wellbeing</p> <p>Sex Education Unit 1 Part a&b (Contraception & STIs)</p> <p>Textbook: Foster & Craven, <u>Your Future</u></p> | ALP: Inquirers; principled; self-displined |

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| | | <p>against STIs.</p> <p>Most students will be able to explain what HIV/AIDS is, and some students will be able to identify the difference.</p> | <p>P53-55: STI activities</p> <p>Textbook: Foster & Foster, <u>Your Life Student Book 1</u>,</p> <p>P69: STIs</p> <p>P70-71: AIDS the facts</p> | |
| <p>6-11</p> <p>Additions, Alcohol & Drugs</p> | <ol style="list-style-type: none"> 1. What is addiction? 2. What kinds of drugs are there? 3. How do different drugs affect you? 4. How do I keep myself safe from drug use? | <p>All students will know what addiction means and what types of substances can be addicted.</p> <p>Most students will be able to suggest ways that different substances affect you.</p> | <p>Boardworks: KS4 Personal Wellbeing</p> <p>Alcohol & alcohol units</p> <p>Binge Drinking</p> <p>Textbook: Foster & Foster, <u>Your Life Student Book 1</u>,</p> <p>P60-62: Drugs& alcohol activities</p> <p>P63: Cannabis activity</p> <p>Textbook: Foster, <u>Your Life 3</u></p> <p>P34 – Dangers of drugtaking</p> <p>P35 – Solvent Abuse</p> <p>P36-37 – What to do if you have a</p> | <p>ALP: Self-disciplined; principled; knowledgeable</p> |

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| | | | <p>problem with drugs</p> <p>Talk to Frank website: http://www.talktofrank.com/</p> | |
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| 1-2 Healthy eating & exercise | <ol style="list-style-type: none"> 1. What is the purpose of fitness & exercise? 2. How do I know what my healthy weight is? 3. What is a balanced diet? | All students will know what a healthy diet should be made up of. Most students will be able to calculate their BMI. Some students will be able to reflect on their lifestyle and recognise that adjustments they need to make to be healthier. | <p>Eatwell plate: http://www.food.gov.uk/multimedia/pdfs/publication/eatwellplate0907.pdf</p> <p>Boardworks: KS3 Physical Wellbeing:</p> <p>Physical Health Unit 3</p> <p>Physical Health Unit 2</p> <p>Physical Health Unit 1</p> <p>Textbook: Foster & Foster, <u>Your Life</u></p> | ALP: Reflective; Communicators; Balanced |

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| | | | <p><u>Student Book 1,</u></p> <p>P78-81: Eating and exercise. – leaflet design</p> <p>Textbook: Foster & Craven, <u>Your Future</u></p> <p>P40-41: Why exercise & different lifestyles – Obesity research.</p> <p>DVD: Supersize Me.</p> | |
| 3-4 Body Image & stress | <ol style="list-style-type: none"> 1. What is body image? 2. What is stress? 3. What causes stress & how can we deal with it? | <p>All students will understand what we mean by the term body image and know that negative body images can lead to eating disorders.</p> <p>Most students will be able to define stress and suggest ways in which it can be created and alleviated.</p> | <p>Boardworks: KS3 Emotional & Psychological Health</p> <p>Unit 3: Body Image & Eating disorders</p> <p>Boardworks: KS4 Emotional & Psychological Health</p> <p>Unit 2 Part 1: Coping with stress</p> <p>Textbook: Foster & Craven, <u>Your Future</u> P36-37: Media images group discussion</p> <p>Textbook: Foster, <u>Your Life 3</u> p56-57: Eating disorders – case studies.</p> <p>Textbook: Foster, <u>Your Life 3</u></p> | |

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| | | | p85: Stress – group discussion | |
| 5-7 Learning to learn/revision strategies Multiple intelligences | <ol style="list-style-type: none"> 1. Why do we need to learn to learn? 2. What types of learners are there? 3. What are Multiple Intelligences 4. What type of learner am I and how what can I do to help me learn better? | <p>All students will understand that there are different types of intelligence and not everyone learns in the same way.</p> <p>Most students will understand the characteristics of VAK learners and be able to apply this to their own style of learning.</p> <p>Some students will go on to apply different VAK techniques to help them with their own learning.</p> | <p>Boardworks: KS3 Physical Wellbeing:</p> <p>Learning to Learn Unit 1 Learning to Learn Unit 2 Learning to Learn Unit 3</p> <p>BBC bitesize - How humans learn: http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/brain_mind/humanslearnrev1.shtml</p> <p>Howard Gardner’s Multiple Intelligences.</p> <p>Multiple intelligences – Link to Careers activity.</p> | Reflective |
| 8 Enrichment Week - Careers | | | | |

** During 2010/11, Shell LfL lessons were interrupted owing to staffing changes. As a result, the Remove SoW has been adapted to ensure some of the important topics are covered with those students. Therefore there is some intentional repetition in the Remove SoW.