

Year Group: Shell		Learning for Life		Michaelmas Term
Weeks and Unit	Key Questions/ Learning Objectives	Learning Outcomes	Key Resources	Links to Rolling Plan (eg ALP, LS, EAL, Transdisciplinarity, 11-14, Differentiation)
1-4  Introduction to LfL at Ardingly	<ol style="list-style-type: none"> <li>1. What is LfL?</li> <li>2. What is the purpose of studying LfL?</li> <li>3. How does it fit in to life at Ardingly?</li> <li>4. What is the ALP?</li> <li>5. Why is it relevant to life at Ardingly?</li> </ol>	<p>All students will understand what LfL is and know the purpose of studying it at Ardingly.</p> <p>All students will know what the Ardingly Learner Profile is and most will be able to associate with different elements of it.</p>	<p>ALP</p> <p>Planners – ALP, school information.</p> <p>Academic honesty policy (front of planners).</p>	ALP: All
5-8  Bullying & respect for others	<ol style="list-style-type: none"> <li>1. What is bullying?</li> <li>2. How should we respond to bullying?</li> <li>3. What is the school policy on bullying?</li> </ol>	<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</p> <p>Childline website - <a href="http://www.childline.org.uk/pages/home.aspx">http://www.childline.org.uk/pages/home.aspx</a></p> <p><a href="http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx">http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx</a></p> <p>Impact of bullying on a child clip: <a href="http://www.youtube.com/watch?v=TdkNn3Ei-Lg&amp;sns=fb">http://www.youtube.com/watch?v=TdkNn3Ei-Lg&amp;sns=fb</a></p>	ALP: Caring, Reflective, Principled

			<p>Boardworks: KS3: Emotional &amp; Psychological Health</p> <p>Unit1</p> <p>Textbook: Foster &amp; Foster, <u>Your Life Book 1</u> p42-47</p> <p>Bullying activities</p> <p>School Bullying &amp; Cyber-bullying questionnaires on Survey Monkey:</p> <p><a href="http://www.surveymonkey.com/s/NGGCZ35">http://www.surveymonkey.com/s/NGGCZ35</a></p> <p><a href="http://www.surveymonkey.com/s/3G6LG27">http://www.surveymonkey.com/s/3G6LG27</a></p>	
9-13	<ol style="list-style-type: none"> <li>1. What makes a good friendship?</li> <li>2. What are healthy romantic relationships?</li> <li>3. How do I know if I am ready for a sexual relationship?</li> <li>4. What is abuse?</li> </ol>	<p>All students will know what good friendships should be and how they change when they start having romantic relationships.</p> <p>All students will understand what relationships conflicts are and some students will</p>	<p>Boardworks: KS3: Personal Wellbeing</p> <p>Relationships Unit 1</p> <p>Relationships Unit 2</p> <p>Relationships Unit 3</p> <p>Textbook: Foster &amp; Craven, <u>Your Future</u></p>	ALP: Caring, Reflective, Communicators

		<p>know how to deal with them.</p> <p>All students will know what abuse is and most will be able to interpret signs of abuse and where to go for help. Some students will be able to distinguish different types of abuse.</p>	<p>p66-69: Friendships &amp; relationships activities.</p> <p>P78-81: Marriage &amp; Partnership activities.</p>	
14  Puberty and personal hygiene	<ol style="list-style-type: none"> <li>1. What is puberty?</li> <li>2. What happens when boys and girls go through puberty?</li> <li>3. What is personal hygiene and why is it important?</li> </ol>	<p>All students will know what puberty is and what the changes happen for boys and girls.</p> <p>All students will know what personal hygiene is and most students will be able to explain why it is important. Some students will be able to suggest social repercussions of poor personal hygiene.</p>	<p>Boardworks: KS3: Personal Wellbeing Sex Education Unit 1</p> <p>Textbook: Foster &amp; Foster, <u>Your Life Student Book 1</u>, p10-11: Female and male changes in puberty activity.</p> <p>Teacher activity book: Taught not Caught, p129-137 Puberty activities</p>	ALP: Reflective, Knowledgeable, Caring

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1-2  Contraception and Pregnancy	<ol style="list-style-type: none"> <li>1. How do accidental pregnancies occur?</li> <li>2. How do I protect myself/my partner from getting pregnant?</li> <li>3. What are different types of birth control?</li> <li>4. What do I do if I get/get someone pregnant?</li> </ol>	<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: KS3 Personal Wellbeing</p> <p>Sex Education Unit 2</p> <p>Sex Education Unit 3 (Accidental pregnancies)</p> <p>Textbook: Foster &amp; 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"> <li>1. What are STIs?</li> <li>2. How do STIs spread?</li> <li>3. How can I protect myself against STIs?</li> <li>4. What is HIV/AIDS?</li> </ol>	<p>All students will be able to name STIs and most students will be able to identify their symptoms.</p>	<p>Boardworks: KS3 Personal Wellbeing</p> <p>Sex Education Unit 3</p> <p>Textbook: Foster &amp; Craven, <u>Your Future</u></p>	ALP: Inquirers; principled; self-displined

		<p>All students will know how to protect themselves 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 &amp; 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 &amp; Drugs</p>	<ol style="list-style-type: none"> <li>1. What is addiction?</li> <li>2. What kinds of drugs are there?</li> <li>3. How do different drugs affect you?</li> <li>4. How do I keep myself safe from drug use?</li> </ol>	<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: KS3 Personal Wellbeing</p> <p>Drugs Education Unit 1</p> <p>Drugs Education Unit 2</p> <p>Drugs Education Unit 3</p> <p>Textbook: Foster &amp; Foster, <u>Your Life Student Book 1</u>,</p> <p>P60-62: Drugs&amp; alcohol activities</p> <p>P63: Cannabis activity</p> <p>Textbook: Foster, <u>Your Life 3</u></p> <p>P34 – Dangers of drugtaking</p>	<p>ALP: Self-disciplined; principled; knowledgeable</p>

			<p>P35 – Solvent Abuse</p> <p>P36-37 – What to do if you have a problem with drugs</p> <p>Talk to Frank website: <a href="http://www.talktofrank.com/">http://www.talktofrank.com/</a></p>	
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1-2  Healthy eating & exercise	<ol style="list-style-type: none"> <li>1. What is the purpose of fitness &amp; exercise?</li> <li>2. How do I know what my healthy weight is?</li> <li>3. What is a balanced diet?</li> </ol>	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: <a href="http://www.food.gov.uk/multimedia/pdfs/publication/eatwellplate0907.pdf">http://www.food.gov.uk/multimedia/pdfs/publication/eatwellplate0907.pdf</a></p> <p>Boardworks: KS3 Physical Wellbeing:</p> <p>Physical Health Unit 3 Physical Health Unit 2  Physical Health Unit 1</p> <p>Textbook: Foster &amp; Foster, <u>Your Life Student Book 1</u>,</p>	ALP: Reflective; Communicators; Balanced

			<p>P78-81: Eating and exercise. – leaflet design</p> <p>Textbook: Foster &amp; Craven, <u>Your Future</u></p> <p>P40-41: Why exercise &amp; different lifestyles – Obesity research.</p> <p>DVD: Supersize Me.</p>	
<p>3-4</p> <p>Body Image &amp; stress</p>	<ol style="list-style-type: none"> <li>1. What is body image?</li> <li>2. What is stress?</li> <li>3. What causes stress &amp; how can we deal with it?</li> </ol>	<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 &amp; Psychological Health</p> <p>Unit 3: Body Image &amp; Eating disorders</p> <p>Boardworks: KS4 Emotional &amp; Psychological Health</p> <p>Unit 2 Part 1: Coping with stress</p> <p>Textbook: Foster &amp; Craven, <u>Your Future</u></p> <p>P36-37: Media images group discussion</p> <p>Textbook: Foster, <u>Your Life 3</u> p56-57:</p>	

			<p>Eating disorders – case studies.</p> <p>Textbook: Foster, <u>Your Life 3</u></p> <p>p85: Stress – group discussion</p>	
<p>5-8</p> <p>Learning to learn/revision strategies</p> <p>Multiple intelligences</p>	<ol style="list-style-type: none"> <li>1. Why do we need to learn to learn?</li> <li>2. What types of learners are there?</li> <li>3. What are Multiple Intelligences</li> <li>4. What type of learner am I and how what can I do to help me learn better?</li> </ol>	<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</p> <p>Learning to Learn Unit 2</p> <p>Learning to Learn Unit 3</p> <p>BBC bitesize - How humans learn:  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/brain_minid/humanslearnrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/brain_minid/humanslearnrev1.shtml</a></p> <p>Howard Gardner’s Multiple Intelligences.</p> <p>Multiple intelligences – Link to Careers activity.</p>	<p>Reflective</p>