

**What is the point of the learning in this half term? Why are students learning it? How does it fit into the 7 Year journey? INTENT:** This is a unit of work based upon the study of FAMILY DYNAMICS as well as covering topics RELATING TO CONFLICT AND CHANGING LIVES. Students will explore how to be safe, happy and healthy within their progression to adulthood. They will use this knowledge to reflect on how they can utilise the skills they have learnt in their own lives, to become a well-rounded individual.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge										
What should students already know?	What do you want students to know?	How will you ensure that you make learning relevant to the world we live in?										
<p>This unit of work will build upon the <b>KS2</b> National Curriculum for the GATSBY Benchmarks, where students from different feeder schools would have had the following Health and wellbeing Education.</p> <p><b>Newlands:</b> AU2 Families and people who care for me.</p> <p><b>Heatherley:</b> SU1 Puberty changes</p> <p><b>Holly:</b> SU1 Rights and responsibilities of families</p> <p>Within the Garibaldi KS3 learning journey, students will also be building on their awareness of family relationships Understanding how to act, take care of themselves and others and where to go when they need support.</p> <p>These skills directly link to the KS4 journey of AU2 Y11 HEALTHLY RELATIONSHIPS, covering age appropriate content such as:</p> <table border="1" data-bbox="92 1255 528 1822"> <tr> <td>R1, R3, R16, R11, R17, R28, R29, R31, H9, H10, R13, R23, H33, H31, R18, R12, R4, R19</td> <td> <b>Relationships &amp; Mental Health</b>                      1. Healthy &amp; unhealthy Relationships (where to go &amp; managing strong emotions), Stalking &amp; Harassment &amp; <b>Law</b>, <b>inc</b> Coercion, bullying, exploitation (where to go)                      2. Mental Health, Self-Harming &amp; Helping Peers                      3. Dealing with Anger &amp; Bereavement (where to go)                      4. Sexual Health (recap of STIs, contraception, <b>inc</b> emergency contraception, abortion, where to go for help)                      5. FGM, <b>inc</b> breast ironing &amp; Fertility, <b>inc</b> impact of STIs                      6. Peer-on-peer abuse &amp; Managing Relationships (<b>inc</b> break-ups)                      7. Consent &amp; <b>Law</b>, <b>Legally Recognised Marriages</b> &amp; Sexual Assault (<b>inc</b> online)                 </td> </tr> </table>	R1, R3, R16, R11, R17, R28, R29, R31, H9, H10, R13, R23, H33, H31, R18, R12, R4, R19	<b>Relationships &amp; Mental Health</b> 1. 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Consent & <b>Law</b> , <b>Legally Recognised Marriages</b> & Sexual Assault ( <b>inc</b> online)	<p>Students will be aware of how every family is different, yet shares similar struggles that they may be able to relate to.</p> <p>As well as understanding impacts and effects of conflict within a family and the causes of this, students will begin to understand what how they are physically and emotionally changing, and how these hormones can in fact add to the pressure that families face.</p> <p><b>LESSON CONTENT</b></p> <table border="1" data-bbox="997 926 1495 1541"> <thead> <tr> <th></th> <th>Spring Term 1 (x5 weeks, 9<sup>th</sup> Jan-6<sup>th</sup> Feb)</th> </tr> </thead> <tbody> <tr> <td>R1, R35,</td> <td><b>Family Dynamics</b> 1. The concept of Family, roles &amp; responsibilities of family members</td> </tr> <tr> <td>R18, R19,</td> <td>2. Family Pressures &amp; Family Conflict</td> </tr> <tr> <td>H2, R21, R22, R23, H22</td> <td>3. Loss in the Family 4. Changing Lives, <b>inc</b> parental divorce (where to go) 5. Private Body Parts</td> </tr> </tbody> </table> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</li> <li>• the roles and responsibilities of parents, carers and children in families</li> <li>• to manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>• to develop conflict management skills and strategies to reconcile after disagreements</li> </ul>		Spring Term 1 (x5 weeks, 9 <sup>th</sup> Jan-6 <sup>th</sup> Feb)	R1, R35,	<b>Family Dynamics</b> 1. The concept of Family, roles & responsibilities of family members	R18, R19,	2. Family Pressures & Family Conflict	H2, R21, R22, R23, H22	3. Loss in the Family 4. Changing Lives, <b>inc</b> parental divorce (where to go) 5. Private Body Parts	<p><b><u>Links to support an ambitious curriculum</u></b></p> <p>Coping with grief:  <a href="https://www.youtube.com/watch?v=8pT6LQ-mZ3k">https://www.youtube.com/watch?v=8pT6LQ-mZ3k</a></p> <p>Private body parts:  <a href="https://www.pacey.org.uk/news-and-views/pacey-blog/2019/october-2019/teaching-children-about-their-private-parts/">https://www.pacey.org.uk/news-and-views/pacey-blog/2019/october-2019/teaching-children-about-their-private-parts/</a></p> <p>Supporting children through divorce:  <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/separation-and-divorce/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/separation-and-divorce/</a></p> <p>John Lewis Christmas Advert 2022. Family dynamics, foster children:  <a href="https://www.youtube.com/watch?v=1z0jfP2gCIs">https://www.youtube.com/watch?v=1z0jfP2gCIs</a></p>
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	<ul style="list-style-type: none"> <li>• the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</li> <li>• to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>• how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</li> <li>• the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</li> <li>• the services available to support healthy relationships and manage unhealthy relationships, and how to access them</li> </ul>	
<p>Future Learning</p> <p>The students next scheme of work is Diversity.</p>	<p>Application of knowledge</p> <ul style="list-style-type: none"> <li>• Students will understand how different family dynamics work and identify their own family dynamics. In line with this, they will identify certain pressures families may face and how to deal with the conflicts that may arise responsibly. They will also gain an understanding with changes that can happen in family life (including grief) and where to go for support if struggling. Students will also understand the importance of private body parts and keeping them private and where to go should this be compromised.</li> </ul>	

Pedagogy	Approaches to Learning	Impact on Learning
<p>What possible teaching approaches could be used?</p> <p>How would you expect students to show progress?</p>	<p>Higher level questioning: To what extent do you agree with the famous saying "blood is thicker than water"?</p> <p><b>Families will go through many difficult/ stressful situations such as:</b></p> <ul style="list-style-type: none"> <li>• Arguing over the TV remote</li> <li>• Cooking dinner</li> <li>• Car breaks down</li> <li>• Pet being ill</li> <li>• Trying to get homework done</li> <li>• Parents arguing</li> <li>• Parents nagging you to do chores</li> </ul>	<p>By questioning students in this way. It will allow them to develop their Oracy skills whilst coming to a joint consensus when arguing their viewpoints and opinions.</p> <p>As well as this, it will engage students to think about what priorities they have and that they might have to compromise. In turn, creating well-rounded and level headed individuals.</p> <p>The use of a stimulus/ role play can encourage students to think about how they may personally react in the given situation, but will allow the opportunity to hear different perspectives and give them a wider range of strategies that they can harness for themselves.</p>



For each stage in a person's life, label all the changes that they might have to deal with.

**Help:**

- Physical
- Lifestyles
- Family
- Emotional
- Mental

**AIM HIGHER!!** Explain why each change might be difficult to overcome.

This visual stimulus enables students to visualise the physical changes, but also allow them to think back to the changes they have undergone themselves.

By giving them 'help' points- this scaffolds the level of thought they are putting in to the task and using their depth of knowledge to reflect on the 'impact' of change.