

What is the point of the learning in this half term? Why are students learning it? How does it fit into the 8 Year journey? INTENT: This is a unit of work based upon the study of Relationships as well as participating in a 'Body Confidence' drop down day, to support their physical development into adult life. Students will explore different contraceptives in order to make an informed decision. As well as this, students will begin to understand what 'Marriage' means within different cultures and sexual orientations- which embraces the FBV.

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 KS3 y7 National Curriculum and mandatory health and wellbeing education.</p> <p>In Spring Term 1, Y7 students will cover: Family Dynamics L1: The concept of Family L2: Family Pressures L3: Loss in the Family L4: Changing Lives L5: Family Conflict L6: Personal Reflection Point</p> <p>Within the Garibaldi KS3 learning journey, students will also be building on their knowledge of relationships and will begin to fine tune the content in an age appropriate way. Such as in y9, students will begin to explore 'Sexual relationships', they will also receive a CSE& RSE Drop down day from Pintsize in HT3.</p> <p>These skills directly link to the KS4, where y10 students will have A Drop Down day with a visit from 'Sexions' to uphold a strong Sex Education provision, in line with Government guidance.</p>	<p>In half term 6- students will have had a 'Body Confidence' Drop down day, which will interleave elements of healthy relationships.</p> <p>Students will be aware of how to develop healthy relationships with friends, families and romantic relationships.</p> <p>As well as understanding the different cultural and sexual approaches to marriage this will help develop empathy and understanding to others in society.</p> <p>LESSON CONTENT</p> <table border="1" data-bbox="1032 997 1460 1465"> <thead> <tr> <th></th> <th>Relationships</th> </tr> </thead> <tbody> <tr> <td>R22,</td> <td>1.Teenage Family Life</td> </tr> <tr> <td>R1,R2,</td> <td>2.Dealing with Death</td> </tr> <tr> <td>R3,</td> <td>3.Romantic Relationships,</td> </tr> <tr> <td>R5,</td> <td>Sexuality & diverse</td> </tr> <tr> <td>R11,</td> <td>relationships, inc. online</td> </tr> <tr> <td>R39,</td> <td>4.Peer-on-peer abuse Keeping</td> </tr> <tr> <td>R7,</td> <td>Safe, what good friends should</td> </tr> <tr> <td>R37,</td> <td>do</td> </tr> <tr> <td>R10,</td> <td>5.Marriage & Law, Civil</td> </tr> <tr> <td>R11,</td> <td>Partnerships, Inc. children</td> </tr> <tr> <td>R6,</td> <td></td> </tr> <tr> <td>R36,</td> <td></td> </tr> </tbody> </table> <p>Students to know:</p> <ul style="list-style-type: none"> • About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • Indicators of positive, healthy relationships and unhealthy relationships, including online • The effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support • to recognise that sexual attraction and sexuality are diverse • evaluate expectations about gender roles, behaviour and intimacy within romantic relationships 		Relationships	R22,	1.Teenage Family Life	R1,R2,	2.Dealing with Death	R3,	3.Romantic Relationships,	R5,	Sexuality & diverse	R11,	relationships, inc. online	R39,	4.Peer-on-peer abuse Keeping	R7,	Safe, what good friends should	R37,	do	R10,	5.Marriage & Law, Civil	R11,	Partnerships, Inc. children	R6,		R36,		<p>Links to support ambitious curriculum</p> <ul style="list-style-type: none"> • Coping with grief: https://www.helpguide.org/articles/grief/coping-with-grief-and-loss.htm • Child-on-child abuse https://www.nspcc.org.uk/what-is-child-abuse/ • Diversity awareness (LGBTQ+) https://www.onyourmind.org.uk/portfolio-items/sexuality-and-gender-identity/
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	<ul style="list-style-type: none"> • how the media portrays relationships and the potential impact of this on people's expectations of relationships • the impact of stereotyping, prejudice and discrimination on individuals and relationships • the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others • how the media portrays relationships and the potential impact of this on people's expectations of relationships • the importance of trust in relationships and the behaviours that can undermine or build trust • that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion • the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children 	
<p>Future learning</p> <p>Year 8 next Personal development topic is Sexual health and wellbeing</p>	<p>Application of knowledge</p> <p>Students will grow an awareness of different elements that can alter their teenage life and how to deal with the emotions that come alongside it. Students will gain and understanding of what is child-on-child abuse and awareness of this. Students will gain an understanding of LGBTQ+ diversity alongside the laws of marriage and diverse relationships.</p>	

Pedagogy	Approaches to Learning	Impact on Learning
<p>What possible teaching approaches could be used? How would you expect students to show progress?</p>	<p>Diamond 9: <u>What does a happy family look like to you?</u> These are a few qualities that people might like in a family:</p> <ul style="list-style-type: none"> • Spending time together • Good communication • Sharing problems • Supporting each other • Helping out around the house • Setting ground rules • Having your own privacy • Setting a good example for each other • Having dinner together 	<p>By using the 'Diamond 9' task to prioritise specific family qualities, it enables students to realise how everybody's family is different and enable them to reflect on their choices and whether they need to adapt.</p> <p>This is also an opportunity for students to develop their Oracy skills to discuss how their household runs and what is important to them- by being understanding to other people's views and considering them to come to a joint consensus.</p>
	<p>Creating paper chains: Grab some pieces of paper, cut them into strips. On each strip write a piece of advice, something supportive, or even just a nice message that you would offer somebody dealing with bereavement.</p>	<p>Students are given independent time to consider their own opinions and ideas, yet this tasks gives them a visual sense of cohesion and having people around them to support each other. Building a community of care and kindness within our school.</p> <p>"Be Kind".</p>

We are going to link them all together to make one long paper chain of support as a class.

This encourages students to value their peers and aims to reduce bullying within the mentor group and around the school.

Peri-o-meter:

The image shows a vertical paper chain graphic titled 'PERI-O-METER' on the right side. It is divided into five colored sections, each with a question:

- Top section (dark brown):** 'Write a response (giving advice) to the following:
Dear Agnes, I have been with my boyfriend for 2 months. Up until last week we spent all of our time together but recently he keeps making excuses not to see me...what should I do? Many thanks, Laura'
- Second section (red):** 'To what extent do you need to be attracted to someone to be in a relationship with them?'
- Third section (yellow):** 'What are the different pros & cons of having a romantic relationship?'
- Fourth section (light green):** 'What problems do you think a homosexual person faces during their life?'
- Bottom section (dark green):** 'Have you ever said... "That's sooooo 'gay"!!" - How can this insult someone?'

Labels on the graphic include 'Xtra HOT' at the top, 'HOT' in the red section, 'Medium' in the yellow section, 'Lemon & Herb' in the light green section, and 'Plain-ish' at the bottom. The name 'Plain-ish' is also written at the very bottom of the graphic.

By chunking tasks down in this manner it will allow students to achieve and make progress in a differentiated way.

By using 'Bloom's Taxonomy' when devising these questions, it enables, at the highest level a considered amount of creativity and movement for freedom of thought.

For the most able within your mentor group:
Consider telling them to start from a different point for example: move straight to medium. If you feel they have verbally answered those questions with ease during class discussion.

This has the potential to enhance a students work rate, as they will aim to get on to the 'higher level' tasks whilst enhancing their ATL 'Determination'.