

What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 8 journey? INTENT: This is a unit of work based upon the study of Sexual Health and Wellbeing. Students will explore different concepts of sexual health, high risk behaviours and changes within the body at puberty. This is an opportunity to raise awareness and educate our students on natural body changes, as well as preparing them and supporting them through the changes they may either be currently facing, have faced already or are about to face. They will use this knowledge to understand their legal rights around consent, where to go for contraception, the Laws on sex and what deems as high-risk behaviours, helping them to apply this to reduce the risks in their own lives.

Wellbeing

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) <small>What should be transferred into long term memory?</small>	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>Within the Garibaldi KS3 learning journey, students will already have knowledge of Relationships from HT3, including what constitutes as child-on-child abuse, marriage and civil partnerships, as well as studying romantic relationships, including diverse sexual relationships. As a result of students acquiring this previous knowledge, they will be able to observe and apply such knowledge to other key areas of the Personal Development curriculum, such as the laws surrounding consent within sexual relationships and the right for each and every individual to have Individual Liberty and a right to say no to peer-pressure.</p> <p>These skills directly link to the KS4 journey of Sex and Relationships as students are required to have embedded knowledge of child-on-child abuse, FGM, as well as Rule of Law (such as consent within relationships). This is to ensure that all students have current and accurate knowledge of the support around them, as well as to help them recognise when Fundamental British Values have been broken such as the Law), or recognise when others may need support, such as the rights of others has been broken, such as in child-on-child abuse or unlawful behaviours around having sex under 16.</p>	<p>Students will retain knowledge of Relationships from KS3 HT3, but will also develop and underpin their understanding in order to be able to identify the laws and any unlawful behaviour, as well as understanding their legal rights within society when concerning sexual health and wellbeing. These topics will be covered over a range of teaching styles, including group work, discussion-based tasks and questioning, as well as embracing scenario-based tasks (such as the HIV scenario-based task) to harness student learning and breakdown any prejudices, stereotypes or stigmas.</p> <p>Students will retain knowledge whilst enhancing their ability to reflect on their own beliefs, opinions and what makes them a unique individual, as well as understanding behaviours that may put them at more risk in order to understand how they can keep themselves safe.</p> <p>LESSON CONTENT</p> <p style="margin-left: 20px;">Sexual Health & Wellbeing</p> <p>H36, R24, R27, R33, H22, R31, R12, R32, H35</p> <ol style="list-style-type: none"> 1. Consent, STIs 2.HIV and AIDS: Implications & stigmas 3. Male Circumcision 4.High Risk Behaviours & Intimacy without Sex, Pleasure 5. Contraception, where to go for advice 6.Body Changes and emotional changes 	<p><u>Links to support an ambitious curriculum:</u></p> <p>How to Manage emotions:</p> <p>'Emotional Intelligence from the Perspective of Teens:</p> <p>https://www.ted.com/talks/maximilian_park_emotional_intelligence_from_a_teenage_perspective</p> <p>The Law and Consent:</p> <p>'The Law and Consenting to Sex: Health For Teens:</p> <p>https://www.healthforteens.co.uk/sexual-health/the-law-and-consenting-to-sex-just-the-facts-2/</p>

	<p>Students to know:</p> <ul style="list-style-type: none"> • What consent is and that consent needs to be freely given and the Laws on consent, for example, what consent looks like in different scenarios • What STIs are, their dangers, their symptoms and how to reduce/ stop the spread of infection, for example, the risks of having sex without a condom, including the main STIs (pubic lice, HIV, Gonorrhoea, genital warts, genital herpes, chlamydia) • What HIV and AIDS are, the risks involved, and how HIV can be passed on, including myth-busting to breakdown stereotypes and stigmas of HIV/AIDS. • What the risks and myths are associated with FGM, the Laws surrounding FGM, including how FGM is different to male circumcision • What high-risk behaviours are, such as alcohol use and unprotected sexual activity, and why these are high-risk behaviours, whilst also understanding intimacy without sex. • What the different types of contraception are that can be used, why people take contraception and also where to get contraception from, including who to talk to for advice on contraception and relationships • The different changes that our bodies go through during puberty, what to expect, including spotty skin, mood swings and hair-growth, and how to manage difficult emotions with strategies to manage these 	
<p>Future Learning</p> <p>The next module to follow on from Sexual Health and Wellbeing is Fundamental British Values</p>	<p>Application of Knowledge</p> <p>Students will be able to make educated and healthy decisions for themselves with regards to their own sexual health, as well as supporting others when basic human rights have been taken away (such as consent & the Law), both now (if applicable) and in their future.</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>Interleaving to the Fundamental British Values. What is consent? Why is it so important? What are the laws regarding consent?</p> <p>YouTube video: Ted Talk on dealing with emotions as a teen: https://www.ted.com/talks/maximilian_park_emotional_intelligence_from_a_teenage_perspective</p>	<p>The use of Interleaving here will not only support their current learning, but it makes their prior learning important, whilst encouraging them to understand that everything they have learned interlinks and contributes to them becoming a well-rounded individual.</p> <p>The video stimulus will engage students with the content whilst also allowing them to question the content being show in the clip. This may also give students an opportunity to reflect on their own/their friends or other people's behaviour and attitude towards their own safety. This will also provide students with a safe platform to develop their own understanding of some of the emotions they may be feeling.</p>

Myth busting questionnaire-

By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics around HIV/ AIDS.

The use of FAQs and their true answers often shocks students and opens their eyes to the laws in Britain around consent, as well as other key areas covered in this module, including discrimination/ stigmas around HIV/ AIDS.

Students will often have questions of their own as well, so it may be worth while giving out post it notes for them to write questions on. If mentors are unsure of how to respond to any questions can be passed on to A.Bleasdale/ E.Watts.