

**What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 9 journey? INTENT:** This is a unit of work based upon the study of Health and Wellbeing. Students will explore the challenges of mental health, choosing healthier options to reduce chances of developing cancer and understanding the effects of alcohol, and how this can affect some of the choices they make, both now or in their futures. This is an opportunity to raise awareness and educate our students on mental health, cancer and alcohol, and the risks associated with alcohol, as well as the signs to look out for with certain types of cancer. They will use this knowledge to learn and understand the signs and, more importantly, when and where to get help.

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>Within the Garibaldi KS3 learning journey, students will already have knowledge of sexual relationships and the risks of unprotected sex, including the spreading of some more common types of STIs. 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 have an opinion. Understanding at this point will also be developed through the Fundamental British Values opportunities from HT3.</p> <p>These skills directly link to the KS4 journey of Fundamental British Values as students are required to have embedded knowledge of morals, child-on-child abuse, FGM, as well as Rule of Law (especially the Laws around Sexting). 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, or knowing to report when a crime has been committed.</p>	<p>Students will retain knowledge of Fundamental British Values, but will also develop and underpin their understanding in Sexual Health and Wellbeing, being able to apply their existing knowledge and embedding of new knowledge in scenario-based tasks. These topics will be covered over a range of teaching styles, including group work, discussion-based tasks and questioning, as well as applying knowledge to a range of scenarios.</p> <p>Students will retain knowledge whilst enhancing their ability to reflect on their own beliefs, opinions and what makes them a unique individual.</p> <p><b>LESSON CONTENT</b></p> <table border="0"> <tr> <td style="vertical-align: top;">H7</td> <td><b>Health &amp; Wellbeing</b> 1.Mental Health &amp; Dealing with Depression</td> </tr> <tr> <td style="vertical-align: top;">H19</td> <td>2. Homelessness &amp; Mental Health</td> </tr> <tr> <td style="vertical-align: top;">H26 R20, H25</td> <td>3. Self-examination (testicular cancer, breast cancer)</td> </tr> <tr> <td style="vertical-align: top;">H7, H8</td> <td>4.The Effects of Alcohol (Body &amp; emotional, peer-pressure)</td> </tr> <tr> <td></td> <td>5.Alcohol: Knowing your Limits, Health: Importance of Vaccines</td> </tr> <tr> <td></td> <td>6.LGBT &amp; Mental Health &amp; Online mental health</td> </tr> </table> <p>Students to know</p> <ul style="list-style-type: none"> <li>The characteristics of mental health and strategies to support with mental health, whilst also breaking down any stigmas that may be associated with mental health</li> </ul>	H7	<b>Health &amp; Wellbeing</b> 1.Mental Health & Dealing with Depression	H19	2. Homelessness & Mental Health	H26 R20, H25	3. Self-examination (testicular cancer, breast cancer)	H7, H8	4.The Effects of Alcohol (Body & emotional, peer-pressure)		5.Alcohol: Knowing your Limits, Health: Importance of Vaccines		6.LGBT & Mental Health & Online mental health	<p><b><u>Links to support an ambitious curriculum:</u></b></p> <p><b>LGBTQ+ and Mental Health: Your words have the power to end suffering of LGBTQ Youth</b></p> <p><a href="https://www.youtube.com/watch?v=2zuqUpiM26c">https://www.youtube.com/watch?v=2zuqUpiM26c</a></p> <p><b>Mental Health Crisis in Schools:</b></p> <p><a href="https://www.theguardian.com/society/2019/apr/17/mental-health-young-people-england-crisis-point-teacher-school-leader-survey">https://www.theguardian.com/society/2019/apr/17/mental-health-young-people-england-crisis-point-teacher-school-leader-survey</a></p> <p><b>The importance of self-examinations for Breast and Testicular cancer:</b></p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3733036/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3733036/</a></p>
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	<ul style="list-style-type: none"> <li>• What homelessness is (that it's not just about 'sleeping rough') and how mental health is significantly affected in situations where homelessness happens</li> <li>• The signs and symptoms associated with cancer, what to look out for and the importance of self-examination, as well as making better life choices that can reduce the risks of developing cancer (such as smoking, sun-bed use, obesity)</li> <li>• The risks associated with alcohol consumption and to not give in to peer-pressure, the effects of alcohol on the body and emotionally, and how this can affect decision-making, including the laws on alcohol consumption and what constitutes as a unit</li> <li>• To understand and recognise the importance of vaccinations and their importance for gaining herd immunity to protect everyone in society, as well as recognising the importance of regular dental check-ups for overall health.</li> <li>• To understand the characteristics of mental health and the links with the LGBTQ+ community, as well as to break down stereotypes and stigmas associated to the LGBTQ+ community and mental health, addressing any misconceptions associated with either and tackling the Law in terms of homophobic language</li> </ul>	
<p><b>Future Learning</b></p> <p>The next module to follow on from Health and Wellbeing is Work Skills and Finance</p>	<p><b>Application of Knowledge</b></p> <p>Students will be able to make educated and healthy decisions for themselves with regards to their own mental health, as well as supporting others when basic human rights have been taken away, both now (if applicable) and in their future. To show empathy to others and ensure that everyone's rights are protected (protected characteristics of sexuality)</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><b>Interleaving to the Fundamental British Values:</b> Alcohol intake:</p> <p><b>Task 1:</b> One of our Fundamental British Values is to 'Respect others' faiths and beliefs- Alcohol is forbidden in Islam. Is this a good thing? EXPLAIN.</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><b>YouTube video: How to self-examine and the signs to look out for:</b></p>	<p>The video stimulus will engage students with the content whilst also allowing them to received medical advice on the signs to look out for cancer. This may also give students an opportunity to reflect on their own health and to take responsibility for their own health, giving them the confidence to know when to seek medical advice.</p>



**Myth busting questionnaire-**  
By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics about alcohol

The use of FAQs and their true answers often shocks students and opens their eyes to the laws in Britain around alcohol consumption.

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.