

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.

Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Interleaving and Retrieval Opportunities	Cultural Capital / Social Capital development opportunities
What do you want students to know?	What should students already know?	How will you ensure that you make learning relevant to the world we live in?
<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>Themes covered: L1-Family and what it means to you, L2-Pressures on families, L3- Changes and loss in the family, L4- Lives changing quickly, L5- conflict, L6- Personal Reflection,</p>	<p>This unit of work will build upon the KS2 National Curriculum for the GATSBY Benchmarks, where students from different feeder schools would have had the following Health and wellbeing Education.</p> <p>Newlands: AU2 Families and people who care for me.</p> <p>Heatherley: SU1 Puberty changes</p> <p>Holly: 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> <p>Relationships & Mental Health L1: Revision Techniques L2: Healthy Relationships L3: Mental Health L4: Self-Harming L5: Dealing with Anger L6: Sexual Health (Recap)</p>	<p>Cultural Capital</p> <ul style="list-style-type: none"> • The importance of being able to communicate with your family and friends and how Oracy can support and build relationships. • Give students the ability to understand the challenges that families face and what normal pressures are, and where to go if these become out of hand. • Have knowledge and begin to understand how to 'Be Kind' as an initiative which began in 2020, following the suicide of Caroline Flack. • Giving students the skills they need to be well rounded individuals and understand how 'life' can become a pressure and come between friends/family. <p>Social Capital</p> <ul style="list-style-type: none"> • Students will inhabit the ability to ask for help and support if they needs it. • Students will notice signs of mental Health and can support their friends and family- giving them the contacts they need to get help. • Students will be able to effectively participate in society by talking to their family and understanding the pressures that we all can come across.

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>Higher level questioning: To what extent do you agree with the famous saying "blood is thicker than water"?</p>	<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>

Families will go through many difficult/ stressful situations such as:

- Arguing over the TV remote
- Cooking dinner
- Car breaks down
- Pet being ill
- Trying to get homework done
- Parents arguing
- Parents nagging you to do chores

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.



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.