

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 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.

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>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>Themes covered: L1: Family life as a teenager (Extended from y7 sow) L2: Dealing with death L3: Romantic relationships L4: Marriage L5: Contraception L6: Personal Reflection Point</p>	<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 2, 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>Cultural Capital</p> <ul style="list-style-type: none"> • The importance of understanding how to deal with everyday struggles within a family/ household. • Give students the ability to understand the risks of having sex and understand how they can protect themselves. • Giving students the skills they need to be well rounded individuals and develop a 'Reflective attitude, that can potentially ensure they stay calm in difficult situations. <p>Social Capital</p> <ul style="list-style-type: none"> • To understand how to communicate effectively, in order to manage conflict within relationships. • Students will be able to effectively participate in society to support their friends or family when they are in need.

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: What does a happy family look like to you? 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>

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

Students are given independent time to consider their own opinions and ideas, yet this task 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.

“Be Kind”.

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 'Peri-o-meter' graphic. On the right is a thermometer-like shape with four colored sections: brown (top), red, yellow, and green (bottom). The sections are labeled 'Xtra HOT', 'HOT', 'Medium', and 'Lemon & Herb'. The text 'PERI-O-METER' is written vertically along the right side. On the left, there are four colored boxes containing questions:

- Brown box:** 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
- Red box:** To what extent do you need to be attracted to someone to be in a relationship with them?
- Yellow box:** What are the different pros & cons of having a romantic relationship?
- Green box:** What problems do you think a homosexual person faces during their life?

At the bottom of the thermometer, it says 'Plain...ish'.

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 student's work rate, as they will aim to get on to the 'higher level' tasks whilst enhancing their ATL 'Determination'.