

**What is the point of the learning in this half term? Why are students learning it? How does it fit into the 9 Year journey? INTENT:** This is a unit of work based upon the study of sexual relationships and consent. Students will explore different contraception on the market as well as raising awareness of the LGBTQ+ community which is an areas us as a school need to enhance the provision of. Lessons build on sexual relationships and keeping safe, which they can adopt in their future. They will use this knowledge to reflect on and recognise the signs of a toxic/abusive relationships whilst being signposted to charities and helplines.

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 retain knowledge of sexual relationships and staying safe both with contraception and noticing an unhealthy/toxic/abusive relationship. These topics will be covered over a range of teaching styles, including group work, discussion-based tasks and questioning.</p> <p>Students will retain knowledge and understanding of the different charities/helplines/ services available to support them once they are sexual active.</p> <p>Students will retain knowledge whilst enhancing their ability to reflect on their own progress and developing empathy for those in difficult situations.</p> <p><b>LESSON CONTENT</b>  <u>Sexual Relationships</u>                      L1: Relationships: No Hurry                      L2: HIV-AIDS                      L3: Sexuality                      L4: Career Planning                      L5: Marriage Breakdown                      L6: Domestic Abuse                      L7: Personal Reflection Point</p>	<p>This unit of work will build upon the <b>KS3</b> National Curriculum for SRE, where students will have been challenged on their ideas and recognise the support available to them.</p> <p>Within the Garibaldi KS3 learning journey, students will also be building on their knowledge of Sexual Health &amp; Wellbeing from <b>year 8</b>, such as <b>'STIs'</b> and <b>'High Risk Behaviours'</b>. Students should also have embedded knowledge of appearance ideals (Drop-down day 'Dove Body-Confidence') and how these 'ideals' can link to relationships.</p> <p>These skills directly link to the KS4 journey of 'SEXions' drop down day, as students are required to understand the implications unprotected sex can lead to, as well as the long term impact of Toxic/Abusive relationships.</p>	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• The importance of healthy relationships to retain a healthy mind.</li> <li>• Awareness of the LGBTQ+ community and our role as individuals within society.</li> <li>• Have knowledge and receive the signposts of the support available (GUM clinic, NHS, Helplines)</li> </ul> <p><b>Social Capital</b></p> <ul style="list-style-type: none"> <li>• The importance of participating in consented sexual relationships and.</li> <li>• Developing the Oracy skills, in order to communicate any to the different support available.</li> <li>• The skills required to be reflective and understand how to act within a relationship.</li> </ul>

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><u>Watch the video on CONSENT:</u>  <a href="https://www.youtube.com/watch?v=pZwvxVavnQ">https://www.youtube.com/watch?v=pZwvxVavnQ</a></p> <p>Using celebrities to celebrate the LGBTQ+ Community</p>	<p>This visual stimulus allows students to be taught and understand what 'consent' is. By being modelled, students are likely to follow/ learn from what they have seen and mimic these actions.</p> <p>Students will be instantly engaged and enthralled in discussions as they try to work out who is gay/lesbian/bisexual/transgender. This task emphasises the fact that the LGBTQ+ society is no different to Heterosexuals. And how we should 'see the person' in a non-judgmental way.</p>

## WHO IS GAY/LESBIAN/BISEXUAL/TRANSGENDER?



Using statistical evidence and highlighting the different types of abuse:

<b>Emotional Abuse</b>	any use of words, voice, action or lack of action meant to control, hurt or demean another person. Typically includes ridicule, intimidation or coercion. Verbal abuse usually is included in this category.
<b>Physical Abuse</b>	Hitting, beating, choking, pushing, slapping, kicking, pulling hair, biting, punching, backhanding, arm twisting, shoving, kicking or burning or physical restraint or threatening.
<b>Sexual Abuse</b>	Any forced or coerced sexual act or behaviour used to acquire power and control over the partner. It is not only forced sexual contact but also contact that demeans or humiliates the partner and instigates feelings of shame or vulnerability.
<b>Identity Abuse</b>	Using personal characteristics to demean, manipulate and control the partner. Overlaps with emotional abuse: i.e. suggesting that the partner will never have another relationship because he is too ugly or too old
<b>Financial Abuse</b>	Financial abuse is the use or misuse, without the partner's freely given consent, of the financial or other monetary resources of the partner or of the partnership. i.e. forbidding the partner to work.

Students will be set back by the shocking figures, which will encourage them to engage with the lesson content and understand the importance of education surrounding 'abuse'.

By highlighting the different types of abuse has the potential for students to reflect on their own relationships and their own behaviour within those relationships.