

**Theme 2 Relationship Education Living in the Wide World  
KS3 (Years 7-9)  
Character and Culture**

<b>Rationale and Context of Unit:</b>	<b>Core curriculum content:</b>	<b>Tier 2 &amp; Tier 3 vocabulary explicitly taught:</b>
<p><i>Continued KS2 curriculum work on relationship and friendships, where pupils will have explored ideas characteristics and healthy friendships- this will not be put in the context of pressures from social media and transition to high school.</i></p> <p><i>The units build on KS2 knowledge where pupils will have been taught to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) and that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</i></p> <p><i>Pupils will be introduced to contraception in relation to sexual activity, building on what students have learnt in KS2 about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made).</i></p>	<p><i>To explore relationships and understand that different types of relationships will work in different ways. Consider skills such as assertiveness and confidence in relation to stand up for oneself in different situations. Understand what an unhealthy relationship might look like, link to online friendships and how to protect oneself online and where to ask for help.</i></p> <p><i>Core curriculum content will cover the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple. Including the communication and negotiation skills necessary for contraceptive use in healthy relationships.</i></p> <p><i>Students will be introduced to what FGM entails, that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.</i></p> <p><i>In year 9, the unit will cover the risks related to unprotected sex, including STI's including HIV and the consequences of unintended pregnancy, sources of support and the options available how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.</i></p>	<p><i>Coercion - the action or practice of persuading someone to do something by using force or threats</i></p> <p><i>Homophobia - encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender</i></p> <p><i>Gentile mutilation- Female genital mutilation (FGM), also known as female genital cutting and female circumcision, is the ritual cutting or removal of some or all of the external female genitalia.</i></p>

<b>Challenge and Support:</b>	<b>World wide learning/ links to 21<sup>st</sup> century:</b>	<b>Cultural capital/ Industry/ Enrichment:</b>
<ul style="list-style-type: none"> <li>• <i>Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students</i></li> <li>• <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEND</i></li> <li>• <i>Extension-Challenge –encourage participation in wellbeing or DICE service area, Anti-Bullying Ambassador, debate club and Amnesty International Club</i></li> <li>• <i>HPA – The Day news article - LGBT pupils and the long fight for acceptance. Become an Expert Task – link to organisations and current legal battle.</i></li> <li>• <i>HPA- reading- exploration- What is a healthy Relationship Article - Childline <a href="https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/">https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/</a></i></li> <li>• <i>Support- Reference to young people's services –national sexual health helpline on 0300 123 7123, Brook centres – for under-25s, and the NHS Website <a href="https://www.nhs.uk/live-well/sexual-health">https://www.nhs.uk/live-well/sexual-health</a></i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Link to wider learning on respect living in a multi-cultural/ multi faith society. How we need to be able to be tolerant about different ideas in order to establish respectful relationships.</i></li> <li>• <i>Consideration of the change in relationships and friendships in 21<sup>st</sup> C with the use of online social media and the influence this has had on friendships and relationships, and how to keep safe</i></li> <li>• <i>Link to worldwide / current issues of discrimination and homophobia in society. Looking at the work currently undertaken by organisations such as Stonewall.</i></li> <li>• <i>Link to Equality Service area and LGBTQ awareness month.</i></li> <li>• <i>Unit will inform students about current global and social issues of injustice facing the LGBTQ community across the world.</i></li> <li>• <i>Exploration of current global situation regarding different ways of transmission, different global approaches towards vaccinations and how to reduce the risk of transmission. To evaluate the importance of support International World Aids Day.</i></li> <li>• <i>To revise the different parts of the female reproductive organ, in order to understand what FGM is and to know that FGM is illegal and where you can go for help and support. To understand the way that the World health Organisation and United nations view FGM as a breach of human rights.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Employability skills a – assertiveness and confidence. Discussion around online relationship and behaviour in the world of work. How to communicate with employer.</i></li> <li>• <i>Soft employability skills such as team building, empathy, listening and reasoning skills developed.</i></li> <li>• <i>Employability skills – appropriate use of and ethics with regards to use of social media and internet use.</i></li> </ul>
<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>

<ul style="list-style-type: none"> <li>• To consider the use of a range of social skills in maintaining different relationships, including those from different religious, ethnic and socio-economic backgrounds.</li> <li>• To explore the cultural ideas with regards to masculinity, and to explore the explore and challenge idea of masculinity presented through media.</li> <li>• Different types of contraception available to young people with be explored in a social, moral and cultural context. To understand why some people do not agree with certain types of contraception.</li> <li>• LGBTQ awareness will be explored in a historical context to understand how society both from a legal point of view with regards to equality have changed but also from a global cultural aspect, on how different the context for the LGBTQ community is across the globe.</li> <li>• Different types of contraception available to young people with be explored in a social, moral and cultural context. To understand why some people do not agree with certain types of contraception.</li> <li>• From a social and cultural context students will explore HIV, the discrimination and stigma attached to living with HIV today. Also, to explore how they can help to support and raise awareness of this issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy- use of keywords and inclusion in writing; expectation to use verbally in full sentences; numerous opportunities for whole class reading aloud (popcorn reading)</li> <li>• Cross Curriculum – ICT department- internet and safety with regards to social media.</li> <li>• Cross curriculum links to religious studies, with the study of religious beliefs with regards to contraception and same sex relationships, in order to raise understanding of why people might agree or not agree with certain elements of it.</li> <li>• Numeracy- Exploring the spread of STI's and HIV through infographic on disease spread to understand gain an understanding on the spread and volume of numbers of people who can be affected.</li> <li>• Cross curriculum links to religious studies, with the study of religious beliefs with regards to contraception and same sex relationships, in order to raise understanding of why people might agree or not agree with certain elements of it.</li> </ul>	<ul style="list-style-type: none"> <li>• Masculinity- To explore where toxic masculinity comes from and how damaging it can be to men and women.</li> <li>• The idea that most young people are having sexual relations at an early age.</li> <li>• Misconception of how different types of contraception work, the side effects they might bring with them.</li> <li>• The age of consent according to the law and how it is interpreted.</li> <li>• Common misconception amongst young people as to what constitutes Sexual harassment. Students will know the definition of the terms stalking and harassment, explore the differences between flirting and sexual harassment, and to understand the laws surrounding Stalking and Harassment.</li> <li>• Common misconceptions with regards to transmission of HIV, and what it is like to live with HIV, and some of the prejudice and discrimination still faced by HIV positive people in today's society.</li> </ul>
---	---	--

<p><b>Assessment timeline:</b></p> <p>Retrieval Subject knowledge will be used throughout the units in year 7, 8, and 9.          Year 7 and 8 will have assessments and reporting via their RS lessons.          Year 9 will have an assessed piece of work each term at the end of the unit,(this assessment will be used towards year 9 tracking          Autumn – FB4 Assessed piece of work – Crime and Punishment          Spring – Ethics and Values- Is it ever right to take a life?          Summer – Intimate Relationships</p>
--

## Home learning

*Year 7 – Autumn – Research website transitioning support*  
*Year 7 Spring - Antbullying- Online law and campaign*  
*Year 7 Summer – Consent project*

*Year 8 Autumn – Democratic system – flow chart.. (using videos)*  
*Year 8 Spring – Wellbeing strategies-*  
*Year 8 Summer - Online support- web trail (website investigation)*

*Year 9 Autumn – Guided Reading*  
*Year 9 Spring – Unifrog log in and task*  
*Year 9 Summer – Unifrog- careers Task*

## Feedback

- *Re-call subject knowledge quizzes will be used to check knowledge and understanding, and to identify any potential misconceptions. These will be self or peer assessed in lessons,*
- *Teacher or peer assessment feedback on home learning task will take place as group or whole class sharing and feedback.*
- *Extended writing task will be assessed – Feedback will follow humanities marking policy and include either live feedback using the iscan, whole classfeedback or feedback four marking for assessed pieces of work.*

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Unit:</b>																													
<i><u>Year 7 Spring – Diversity</u></i>																													
<i>Lesson 1 What does a Respectful Relationship entail? ( about identity, rights and responsibilities)</i>																													
<i>Lesson 2 Bullying or banter? (Online and peer on peer abuse)</i>																													
<i>Lesson 3 What do we mean by Multicultural Britain?</i>																													
<i>Lesson 4 How can we challenge prejudice and discrimination in our society?</i>																													

Year 8 Spring - Identity and Relationships

*Lesson 1 Positive relationships, positive behaviours? (qualities, behaviours, consent, law and consent)*

*Lesson 2 what about consent and sharing sexual images (sexting and peer pressure)*

*Lesson 3 What do we mean by sexual orientation?*

*Lesson 4 What is Gender Identity and transitioning*

Year 9 Autumn - Respectful relationships

*Lesson 1 What do we mean by boundaries? (Concept of Consent)*

*Lesson 2 Romance or red flag?*

*Lesson 3 What do we mean by peer-on-peer abuse?*

*Lesson 4 What is sexual Harassment?*

*Lesson 5 When relationships break down?*

*Lesson 6 Abuse in relationships – Can you see it?*

*Lesson 6 What is FGM?*

Year 7 Summer - Building Relationships

*Lesson 1 Is it easy to stay true to yourself? (self worth and resisting pressure)*

*Lesson 2 Unhealthy relationships? (friendships)*

*Lesson 3 Romantic relationships= how are they different?*

*Lesson 4 Saying yes or no... what is consent?*

Year 8 Summer - Discrimination

*Lesson 1 LGBTQ+ – What is it?*

*Lesson 2 How can we challenge homophobia?*

*Lesson 3 Contraception- an introduction?*

Year 9 Summer - Intimate relationships

*Lesson 1 Putting things in perspective?*

*Lesson 2 Capacity to consent?*

*Lesson 3 STIs – Risks and protection?*

*Lesson 4 Contraception – What are the options? Where can I seek support?*

*Lesson 5 Condoms- Effective use?*

*Lesson 6 Unprotected sex- Potential consequences (revisit STI – Unplanned pregnancy)*

*Lesson 7 HIV- AIDS- what do I know?*