

KS4 Character and Culture

Topic 1 Relationship, Sex and Health Education

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> ● <i>Students will explore the concepts of, and laws relating to, sexual consent, grooming, coercion, honour-based violence and FGM, and how these can affect current and future relationships.</i> ● <i>How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression). How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</i> 	<ul style="list-style-type: none"> ● <i>To understand what the law says about FGM, and how to take a stand against it.</i> ● <i>Exploring pornography, sexualisation through media, reality vs. online. Looking at child porn, sexting, and attitudes in society and legally.</i> ● <i>Looking at common types of mental health issues, such as stress, screen time, and self-harm, and suicidal thoughts.</i> ● <i>Self-Examination- cancer -bereavement and loss.</i> 	<ul style="list-style-type: none"> ● <i>Social Stigma – the disapproval of, or discrimination against, a person based on perceivable social characteristics that serve to distinguish them from other members of a society. Social stigmas are commonly related to culture, gender, race, intelligence, and health.</i> ● <i>Pornography- : the depiction of erotic behaviour (as in pictures or writing) intended to cause sexual excitement</i> ● <i>Organ donation -the process when a person allows an organ of their own to be removed and transplanted to another person, legally, either by consent while the donor is alive or dead with the assent of the next of kin.</i>
Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:

<ul style="list-style-type: none"> ● Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students. ● Use the SEND passports to ensure the correct strategies are used to support students who have SEND. ● HPA- reading- exploration- What is a healthy Relationship Article - Childline ● https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/ ● Reference to young people's services –national sexual health helpline on 0300 123 7123, Brook centres – for under-25s, and the NHS Website https://www.nhs.uk/live-well/sexual-health/ 	<ul style="list-style-type: none"> ● 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. ● To explore development in medical science, linked to organ donation and current development with regards to cancer treatment. Link to ethical and religious ideas and beliefs. 	<ul style="list-style-type: none"> ● Soft employability skills with regards to negotiation skills and media literacy and the way that how we present ourselves on social media and share pictures and information can follow us throughout life and in our potential careers. ● Students will develop cultural capital in relation to knowledge and understanding on healthy bodies, self-examination and sources for support and help available in society, both in relation to physical and mental wellbeing.
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> ● Different types of struggles with regards to mental health, and to explore the different types of support and help available to young adults. To explore how support for and stigma attached to living with mental health issues are still an issue in society but also how legal recognition for support is changing attitudes in society. ● Students will explore the rise of pornography via social media, students will explore it from a legal point of view but also the impact it is 	<ul style="list-style-type: none"> ● Cross curriculum links to religious studies, with the study of religious beliefs with regards to pornography, in order to raise understanding of why people might agree or not agree with certain elements of it. ● Literacy- use of keywords and inclusion in writing; expectation to use verbally in full sentences; numerous opportunities for whole class reading aloud (popcorn reading) 	<ul style="list-style-type: none"> ● Common misconception on what is classified as sexting, and legal implications of sending, receiving or storing nude pictures. ● The difference between pornography which is legal, and extreme Pornography, Revenge Pornography and Child Pornography which are all are all illegal.

having on young adults. To understand the differences and similarities between sex in real relationships and that which is featured in pornography, and to explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self.

Assessment timeline:

- *Confidence checker in book - pre and end topic.*

Home learning

- *NA*

Feedback

- *Oral feedback will be given to recall subject knowledge starters in order to check any misconceptions.*

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
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Unit:

