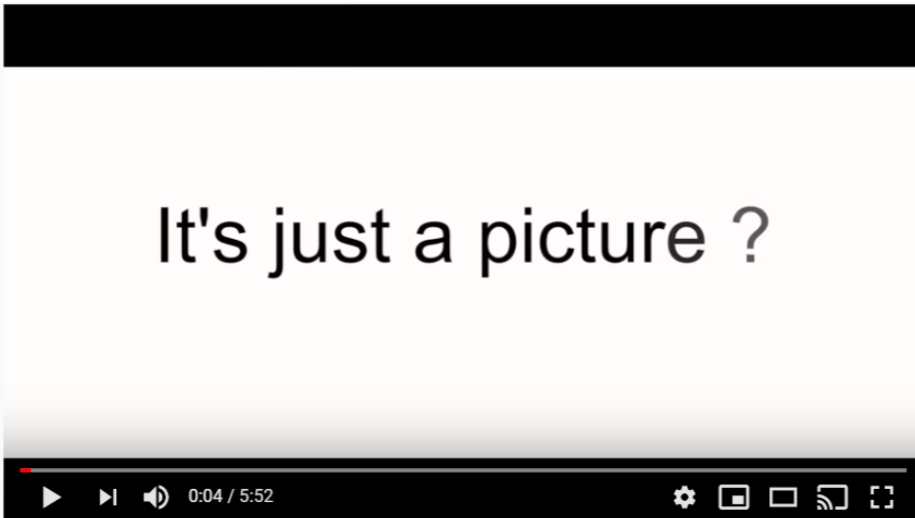


The Garibaldi School – Medium Term Curriculum Overview/ Dept: Personal Development/ Year Group: 10/ Half Term: 2/ Sexual Relationships & the Risks

What is the point of the learning in this half term? Why are students learning it? How does it fit into the 10 Year journey? INTENT: This is a unit of work based upon the study of sexual relationships, exploitation and teenage pregnancy. Students will explore different contraception on the market as well as raising awareness of the long term impact of STIs and what they look like. They will use this knowledge to reflect on and recognise STIs as well as myth busting the common misconceptions relating to teenage pregnancy.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Cultural Capital / Social Capital development opportunities																
Essential Knowledge and Skills that underpin the new learning	What should students already know?	How will you ensure that you make learning relevant to the world we live in?																
<p>Within the Garibaldi KS4 learning journey, students will also be building on their knowledge of Sex Education year 9, such as Sexuality: LGBT, Mental Health & the Law, Marriage Breakdown and Domestic Abuse. As a result of students acquiring this previous knowledge, they will be able to observe and apply such knowledge to observe the impacts of their choices surrounding 'Relationships'.</p> <p>These skills directly link to the KS4 journey of Staying health and safe within relationships as students are required to have embedded knowledge of Dealing with Anger, Sexual Health (Recap), Self-checks and Screenings.</p> <p>This is to ensure that all students have current and accurate knowledge of the support around them and organisations that they can be signposted to.</p>	<p>Students will retain knowledge of sexual relationships and staying safe both with contraception and noticing symptoms of STIs and pregnancy. 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 organisations that can support them.</p> <p>Students will retain knowledge whilst enhancing their ability to reflect on their own progress.</p> <p>LESSON CONTENT</p> <table border="1" data-bbox="1032 1123 1489 1864"> <thead> <tr> <th></th> <th>Sexual Relationships & the Risks Cont.</th> </tr> </thead> <tbody> <tr> <td>R28</td> <td>1.Child Sexual Exploitation, up-skirting & coercion</td> </tr> <tr> <td>R22</td> <td>2.Sexting & images, the Law and the Media</td> </tr> <tr> <td>R7, R31</td> <td>3.Consent & the Law & Peer-on-peer abuse</td> </tr> <tr> <td>R27, R23</td> <td>4.Different Types of Contraception (inc, emergency contraception, abortion, where to go for help)</td> </tr> <tr> <td>R21, H26, H27, H28, H29, H30</td> <td>5.Different STI's & Effects (where to go) & readiness for sex & Sexual Health Services</td> </tr> <tr> <td>R24, R25, R5</td> <td>6.Teen Pregnancy (where to go & Equality Act) inc, healthy pregnancy & support for young parenthood</td> </tr> <tr> <td>R30</td> <td>7.FGM (where to report to) & Abusive Relationships & Law</td> </tr> </tbody> </table> <p>DROP-DOWN Day</p> <p>DROP-DOWN Days: Sexions visit (September, 2022)</p>		Sexual Relationships & the Risks Cont.	R28	1.Child Sexual Exploitation, up-skirting & coercion	R22	2.Sexting & images, the Law and the Media	R7, R31	3.Consent & the Law & Peer-on-peer abuse	R27, R23	4.Different Types of Contraception (inc , emergency contraception, abortion, where to go for help)	R21, H26, H27, H28, H29, H30	5.Different STI's & Effects (where to go) & readiness for sex & Sexual Health Services	R24, R25, R5	6.Teen Pregnancy (where to go & Equality Act) inc , healthy pregnancy & support for young parenthood	R30	7.FGM (where to report to) & Abusive Relationships & Law	<ul style="list-style-type: none"> • The importance of healthy relationships to retain a healthy mind. • Awareness of what the symptoms of STIs and pregnancy are, and to be able to recognise these. • Have knowledge and receive the signposts of the support available (GUM clinic, NHS, Helplines) • The importance of participating in consented sexual relationships. • Developing the Oracy skills, in order to communicate any to the different support available. • The skills required to be reflective and understand how to act within a relationship. • A further development of Oracy through the need to talk and discuss your emotions with others to dilute their anger. <p>Links to support an ambitious curriculum:</p> <p>Sexions Visits</p> <p>https://www.youtube.com/watch?v=MoRtLk1xihY</p> <p>https://www.healthforteens.co.uk/sexual-health/</p> <p>https://www.nhs.uk/services/service-directory/my-sexual-health-mansfield-community-hospital/N10507769</p>
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Future Learning The next module to follow on from Sex and Relationships is "Fundamental British Values".	Application of Knowledge Students will be able to make educated and healthy decisions for themselves with regards to their own sexual health, both now (if applicable) and in their future.	

Pedagogy	Approaches to Learning	Impact on Learning
What possible teaching approaches could be used? How would you expect students to show progress?	Interleaving to the PINTSIZE drop down day they will have received. Think back to Pintsize last year (Abigail's Story). What is child sexual exploitation and why is it increasing?	The use of Interleaving here will not only support their current learning, but it makes their prior learning important, whilst encouraging them to understand that everything they have learned interlinks and contributes to them becoming a well-rounded individual.
	Youtube video with a BIG question: https://www.youtube.com/watch?v=MoRtLk1xihY 	The video stimulus will engage students with the content whilst also allowing them to question the content being show in the clip. This may also give students an opportunity to reflect on their own/their friends or other people's behaviour and attitude toward sending images.
	Myth busting questionnaire- By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics.	The use of FAQs and their true answers often shocks students and opens their eyes to the true representation of teenage pregnancy. Students will often have questions of their own as well, so it may be worth while giving out post it notes for them to write questions on- pass them on to Miss Bleasdale/G Smedley to produce a slide of answers to distribute to y10 mentors. Again, giving students genuine responses that they will be intrigued to find out about.