

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 more specifically FRIENDSHIPS. Students will explore how to be friendly and how they can stand up to bullying and other difficulties they may face as they transition into Secondary School. They will acquire knowledge of strategies needed to cope with difficulties they may face. They will use this knowledge to reflect on how they can utilise their embedded skills they have learnt in their own lives, to become a well-rounded individual.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge		
What should students already know?	What do you want students to know?	How will you ensure that you make learning relevant to the world we live in?		
<p>This unit of work will build upon the KS2 National Curriculum for the GATSBY Benchmarks, where students from different feeder schools would have had the following Relationship Education.</p> <p>Newlands: SP1 Caring friendships and online relationships followed by SU1 Respectful relationships.</p> <p>Heatherley: SU2 Boundaries of appropriate friendships.</p> <p>Holly: SP2 Bullying and discrimination.</p> <p>Within the Garibaldi KS3 learning journey, students will also be building on their knowledge of friendships, families and relationships. Understanding how to act, react and deal with these complex relationships.</p> <p>These skills directly link to the KS4 journey of relationship education, covering age appropriate content such as:</p> <ul style="list-style-type: none"> • Exploitation • Sex and media • Contraception • STI's and sexual health • Teen pregnancy 	<p>Students will be aware of how to be friendly and make friends within a school and online setting, safely.</p> <p>As well as this, they will develop strategies and coping mechanisms for bullying, within school and online. This is all to support their transition from Primary to Secondary school with a sequenced approach of different feeder schools coming together.</p> <p>Integrated themes: Friendships, being friendly, bullying, cyber bullying, standing up for yourself, coping mechanisms.</p> <p>Ambitious vocabulary: Engage, criminal activity, status, pressure, child protection, intimidate, coercion, confrontation.</p> <p>LESSONS and CONTENT: Autumn Term 1: Relationships</p> <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">R38, R42, R13, R19, R14, R37, R43, R44, R1, R2 R46, R47, R13, R10, H30, R2, R21, H31, R9,</td> <td> <p>Relationships</p> <ol style="list-style-type: none"> 1. Making Friends & reconciliation 2. Bullying, Impact, Support 3. Peer-on-peer abuse & online (where to go) 4. Cyber-bullying, Staying safe online, Media Influences 5. Gangs & weapons, pressures, exit strategies 6. How to stand up for yourself 7. Mental Health & managing strong feelings, inc. relationship breakdown </td> </tr> </table>	R38, R42, R13, R19, R14, R37, R43, R44, R1, R2 R46, R47, R13, R10, H30, R2, R21, H31, R9,	<p>Relationships</p> <ol style="list-style-type: none"> 1. Making Friends & reconciliation 2. Bullying, Impact, Support 3. Peer-on-peer abuse & online (where to go) 4. Cyber-bullying, Staying safe online, Media Influences 5. Gangs & weapons, pressures, exit strategies 6. How to stand up for yourself 7. Mental Health & managing strong feelings, inc. relationship breakdown 	<ul style="list-style-type: none"> • The importance of healthy friendships and relationships and how potentially toxic relationships can impact on personal mental wellbeing and mental health. • Give students the ability to develop their character, make friendships and form bonds with others safely and sensibly. • Have knowledge and begin to understand how to 'Be Kind' as an initiative which began in 2020, following the suicide of Caroline Flack. • How to maintain healthy and happy friendships. • Understand how to communicate with others respectfully and retain mutual respect with others. • The skills required to be critical and resilient with friendships and relationships, and know when they need to seek help or advice. <p><u>Links to support ambitious curriculum</u></p> <p>Bullying, including in the adult world: https://www.youtube.com/watch?v=0k7PfHgNFnU</p> <p>Support for bullying: https://www.youtube.com/watch?v=ynTuA_tIzDE</p> <p>Ross Kemp on Gangs- Living with Knife Crime: https://www.youtube.com/watch?v=FC6yaMXLwGo</p>
R38, R42, R13, R19, R14, R37, R43, R44, R1, R2 R46, R47, R13, R10, H30, R2, R21, H31, R9,	<p>Relationships</p> <ol style="list-style-type: none"> 1. Making Friends & reconciliation 2. Bullying, Impact, Support 3. Peer-on-peer abuse & online (where to go) 4. Cyber-bullying, Staying safe online, Media Influences 5. Gangs & weapons, pressures, exit strategies 6. How to stand up for yourself 7. Mental Health & managing strong feelings, inc. relationship breakdown 			
<p>Future Learning</p> <ul style="list-style-type: none"> • Fundamental British Values 	<p>Application of Knowledge</p> <ul style="list-style-type: none"> • Students become aware of issues faced with different types of relationships and how to overcome them. 			

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>Oracy – Harkness Discussion</p> <p>“The Harkness table, Harkness method, or Harkness discussion is a teaching and learning method involving students seated in a large, oval configuration to discuss ideas in an encouraging, open-minded environment with only occasional or minimal teacher intervention.”</p>	<p>This will encourage positive conversations and embed the necessity to talk/ debate with people calmly without getting defensive or becoming insulting.</p> <p>By giving students different ‘jobs’ this encourages participation from all students and provides them with opportunities to develop their own character, even if they are not orally partaking.</p>
	<p>Agony Aunt letters- In response to a made up scenario.</p>	<p>When embedding new strategies to deal with bullying, it is important that students can empathise and see different perspectives. Writing in this way will encourage empathy and understanding, as well as solidifying the strategies by having sequenced learning links with English Language.</p>
	<p>Acrostic poems- As a revision/ long term memory technique.</p>	<p>When learning strategies to deal with cyber bullying, it is important that students have embedded knowledge on how to stay safe online.</p> <p>By producing an acrostic poem, this will help embed knowledge and will encourage students to remember and take the correct approach to dealing with bullying online. This will also allow students to acquire successful revision techniques for improving memory in order to provide students with a cumulative set of life skills for their current lives as well as their future.</p>