

Topics	Year 7 RSHE		Unit title:	Healthy Family Relationships	
No. of weeks:	3	No. lessons / week:	1 lessons per week	Planning lead:	P. WHITE
Summary of end of unit assessment:	This unit will be assessed in the Assessment Week 3. Each lesson has a reflection task.				
Unit objectives (what knowledge and skills do pupils need to master by the end of the topic):	<ol style="list-style-type: none"> 1. Learn about the emotional changes which take place during puberty, how they may affect our relationships and how to manage them. 2. Learn about the rights and responsibilities that people have within families and how to negotiate family life successfully to have healthy relationships 3. Learn about the importance of marriage and the right to consent to marriage 				
Lesson	Lesson objective	Key Learning Specific skills and knowledge that will be learned in each lesson.	Activities	Check for understanding – when, how, what Address misconceptions	
1	Learn about the emotional changes which take place during puberty, how they may affect our relationships and how to manage them.	<ol style="list-style-type: none"> 1. To describe the main physical and emotional changes experienced during puberty <ol style="list-style-type: none"> a. Moods seem to change a lot b. Sexual feelings may begin c. Confusion about maturity d. Feeling intense emotions e. Can feel teary or angry for no reason 2. To evaluate how emotional changes may affect my relationships during puberty <ol style="list-style-type: none"> a. start fancying a friend b. may wish to rebel against their family rules. 3. To evolve strategies for managing the emotional changes experienced during puberty <ol style="list-style-type: none"> a. It's good to talk and be open and honest with family, even if this can feel embarrassing or awkward 	<ol style="list-style-type: none"> 1. Baseline = question box 2. Define relationship and puberty 3. Changes during puberty (male, female or both) - card sort or colour coding 4. Discussion regarding puberty and feelings. Q&A using sort sheet 5. Scenario task - paired discussion and cascade to groups. 6. Revisit question box 7. Signpost as leaving slide 	Use mini whiteboards for questioning Do now Live marking Question box (private questioning)	

		<ul style="list-style-type: none"> b. If you're worried about what to say, think about writing a bullet point list to take into a conversation or to write a letter outlining how you feel c. As you develop more independence, try to negotiate new rules with your parents/carers, and stick to them! d. Demonstrate responsible behaviour and help out when you can; this will build trust with your parents/carers e. Find a good time and place to talk to your family about embarrassing or difficult issues; for example, they might find it harder to listen if they are in the middle of cooking dinner or rushing out to the shops! f. Remember you can seek advice about puberty from lots of different places, including teachers at school and websites like Childline g. Show you can balance time between friends/relationships and school work, for example by making sure you complete your homework before asking to go out with friends 		
2	Learn about the rights and responsibilities that people have within families and how to negotiate family life successfully to have healthy relationships.	<ol style="list-style-type: none"> 1. To identify healthy and unhealthy relationship behaviours <ul style="list-style-type: none"> a. To feel safe b. Honesty c. To have choices and be able to say no d. To be treated with respect e. To have freedom f. To be valued g. To be able to change your mind h. To be listened to 2. To describe the consequences of different relationship communication styles <ul style="list-style-type: none"> a. Passive b. Aggressive c. Passive/Aggressive d. Assertive 3. To demonstrate active listening and assertiveness skills 	<ol style="list-style-type: none"> 1. Questioning session about most important rights in a relationship. Possible clothesline activity to rank them. 2. Scenario task and follow up 3. Why are some relationships negative? - Whiteboard discussion 4. Situation task - work in pairs 5. CURE- explain to an alien 6. Sorting task - signs of consent. Follow up with discussion and clearing up misconceptions 7. CURE - Revisit alien explanation 8. Signpost as leaving slide 	Use mini whiteboards for questioning Do now Live marking Question box (private questioning)

Journey Question				
3	Learn about the importance of marriage and the right to consent to marriage.	<ol style="list-style-type: none"> 1. To identify the different rights associated with marriage and cohabiting <ol style="list-style-type: none"> a. Parental rights b. Financial support c. Property ownership d. Inheritance e. Divorce 2. To explore the reasons behind making the choice to marry or not. <ol style="list-style-type: none"> a. Stability b. Legal declaration of love c. Additional rights in law d. Commitment e. Religion/culture 3. To discuss the importance of freedom of consent to marry. <ol style="list-style-type: none"> a. Key words - forced, withdraw, free 	<ol style="list-style-type: none"> 1. Multiple choice baseline 2. Discuss definitions - can students use them in a sentence? 3. Legal rights true and false 4. Why marry? - Paired discussion and spider diagram 5. Freedom to consent - Cloze caption and whole class discussion 6. Cohabiting rights - true or false 7. Reflection 8. Google Form summary 	Use mini whiteboards for questioning Do now Live marking Question box (private questioning)
Journey Question :	Google Form			