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| **Year 10 Unit 3** | **Road Map** |
| In this unit you will investigate relationships. The aims are as follows:**LG1**: Knowledge**LG2**: Application**LG3**: Skills | Assessment Grades |  |  |
| Pre-topic assessment score |  |
| Post-topic assessment score |  |
| **Themes** | **Learning Goals/Outcomes/Content** | R | A | G |
| What are the different types of same sex relationships? | LG1: Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same.LG2: Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+LG3: Explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically. |  |  |  |
| What is a forced and arranged marriage? | LG1: Correctly identify cases of both arranged and forced marriages and begin to describe the differences.LG2: Describe why certain case studies are forced or arranged and where victims can find help.LG3: Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms. |  |  |  |
| What is harassment and how do you give consent? | LG1: Identify cases where sexual boundaries have been crossed and a crime has been committed, LG2: Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.LG3: Explain why many people don’t report sexual crimes and analyse whether our society could do more to prevent sexual crimes. |  |  |  |
| Conflict Management: how can we manage and resolve conflict safely? | LG1: Identify at least three new strategies to resolve and manage conflict as well as the different situations these can be used in.LG2: Describe in detail how you could resolve or manage different conflicts using the strategies you will learn about today.LG3: Explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be. |  |  |  |
| What is revenge porn? | LG1: What do you think has happened?LG2: What could Gary do immediately to start to try and rectify the situation. How could he do this?LG3: Explain whether you think any laws have been broken in this case, how and what should happen next. |  |  |  |
| How do you have positive relationships with role models? | LG1: Identify what makes someone a positive or negative role model. Research four media figures to see if they meet the criteria of positive role model and produce an informative and creative display board.LG2: Describe in detail the issues young people face when they idolise poor role models, research and assess whether there is a link between the way some people idolise role models and their levels of self-esteem.LG3: Explain, using today’s key terminology in the correct context, why we see more of negative than positive role models in the media, evaluating the impact that could have on young people.  |  |  |  |