

**Year 8 Baseline assessment and knowledge organiser - Autumn Term 1: Relationships**

**Beginning of the scheme of learning** – complete the table, it’s not a test! When you look back at your answers after the sessions it will help you see what you have learned from taking part.

**End of the scheme of learning** – In a different colour pen complete the table. Have you made progress with your learning?

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know</b>
I can explain what the term relationship means.					
I can explain what different types of relationships there are.					
I can explain how my behaviour in different situations might affect other people.					
I can explain how relationships change over time.					
I can explain the importance of Childline and of talking to a trusted adult such as my tutor.					
I can explain how relationships can influence me to do things using the term 'peer pressure'					
I can explain what makes good social skills, and how these can be used to build and keep up positive relationships with lots of different types of people.					

<b><u>At the beginning of the unit of work</u></b>	<b><u>Progress made at the end of the unit of work</u></b>
<b>Date: /9/2019</b>	<b>Date: /10/2019</b>
Why have you circled these boxes above? What <b>knowledge or skills</b> do you already have about this topic? Give evidence below.	What <b>new</b> knowledge or skills have you learnt about in this unit?

**Autumn term 1: Relationships – Learning outcomes – for reference only**

<b>Working towards (WT)</b>	<b>Working at (WA)</b>	<b>Working beyond (WB)</b>
Year 7: I have some understanding of what a relationship is	I understand what different types of relationship there are and how relationships can influence me to do things and, in various situations.	I have a really clear understanding of the different relationships which exist and can explain in depth the positive and negative ways that, in relationships, other people could influence individuals including where there is risk involved.
Year 7: I have some understanding that my behaviour in different situations might affect other people	I understand and can explain how my behaviour in lots of different situations, might affect me, or other people, in a good or bad way	I have a really clear understanding of the extent to which others' and my own behaviour might affect myself, or other people, in different situations, and of how I can change my behaviour when I need to, as a result of this understanding
Year 7: I have some understanding of what makes a good friend	I understand how good social skills can be used to build and keep up lots of positive relationships in different areas of life. I can explain how relationships can change over time.	I have a really clear understanding of what makes good social skills, and how these can be used to build and keep up positive relationships with lots of different types of people in familiar and unfamiliar areas of life. I can analyse how and why relationships change over time.
Year 7: I have some understanding of what a conflict is and why it can occur	I have an understanding of why conflicts can occur in relationships and of strategies for managing these	I have a really clear understanding of the nature of conflicts which can occur in relationships and of strategies for managing these. I can explain the importance of Childline and of talking to a trusted adult such as my tutor.

<b><u>Key vocabulary</u></b>	<b><u>Ambitious vocabulary</u></b>
<ul style="list-style-type: none"> <li>• Relationship – connections with/to other people</li> <li>• Friendship – relationship with a friend</li> <li>• Peer pressure – influence from people your own age to do/think/say something</li> <li>• Conflict – disagreement/argument</li> <li>• Social skills – skills used to communicate with each other – make friends and get along</li> <li>• Influence – something that can have an effect on how someone/something acts, thinks, or behaves</li> </ul>	<ul style="list-style-type: none"> <li>• Resolution – solving a problem or a conflict</li> <li>• Autonomy – having freedom &amp; independence of yourself and your actions</li> </ul>

<b><u>Key sentence stems</u></b>
<ul style="list-style-type: none"> <li>- I agree/ disagree with the statement because...</li> <li>- Yes, you're right.../ Actually, I think...</li> <li>- We haven't yet talked about X, I was wondering what peoples' thoughts were on this?</li> <li>- That's an interesting point, could you explain why you think that ...?</li> <li>- Let's move on and talk about ...</li> </ul>