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PDT Curriculum Overview Year 7

PDT Intent Statement

Personal Development Time (PDT) is a curriculum subject which consists of three strands:

- Personal, Social, Health and Economic education (PSHEe)
- Citizenship
- Careers Education, Information, Advice and Guidance (CEIAG)

It is our intent that through this subject, students develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Through the study of PDT, we hope students will develop into well-rounded members of society, who can make a positive contribution to their community.

Throughout all key stages we aim to develop the whole person, which will serve as a basis for a successful and fulfilled future as students, employees, employers, and parents. Students explore how to make the most of their abilities and opportunities so that they develop the confidence to make informed decisions and take responsibility. By studying this we hope our students develop positively by adopting 'can-do' attitudes and being determined to make things happen. Furthermore, students are encouraged to embrace diversity, formulate their own values and attitudes and build effective relationships with others.

We recognise the importance of teaching mental wellbeing. We ensure that we equip students with the ability to recognise challenging periods in their lives and how best to overcome them through perseverance and determination. We want our students to be able to face disappointment, learn from mistakes and adapt to change.

Through studying citizenship, we aim to ensure students gain a strong understanding about becoming an informed citizen. We equip students with the knowledge, skills and understanding to play an effective role in public life. We promote critical thinking and create opportunities for students to learn about rights and responsibilities, duties and freedoms and about laws, justice and democracy. We create opportunities that encourage respect for different national, religious, and ethnic identities and explore the values we share as citizens in the UK. We aim to provide students with the knowledge and skills needed for effective and democratic participation, helping them become informed, critical, active citizens.

Careers Education, Information, Advice and Guidance (CEIAG) is a very important part of the curriculum for our students. Students are helped to better understand themselves and their own specific needs and capabilities by being encouraged to explore their personal characteristics, the influences on them and to build and develop a record of their experiences. Increased self-awareness helps students to explore opportunities and use information in positive and realistic ways to develop strategies to aim high to improve their progression in learning. Impartial guidance allows students to make and adjust their own plans and take responsibility for managing career choices, changes and transitions. They are also helped to begin to understand the world of work and its changing career opportunities and to see the relevance of school to their future lives.

Above all, we want our students to be happy and confident and to have high aspirations for their future. We want them to know that with hard work and grit, their dreams can be achieved.

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The Year 7 programme of study in Personal Development Time (PDT) builds on our student's key stage two experience of the range of curriculum topics within PSHE.

KS1-2 Themes:

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Belonging to a community
- Media literacy and digital resilience
- Money and work
- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

During PDT lessons, students explore the PSHE objectives, using 'The Big Question' at the beginning of each lesson to frame the learning. Students consider why they are learning the topic, and why it might be relevant to themselves both now and in their futures.

KS3-4 Themes:

- Skills for success
- Relationships and sex education
- Living in the Wider World
- Physical health and Mental wellbeing
- Staying safe, including online safety
- Careers
- Finance
- Citizenship

Core Religious Studies is also delivered through the PDT curriculum at KS4.

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Through PDT, students develop the following skills:

- Goal setting
- Organisation
- Time management
- Communication
- Decision making
- Assertiveness
- Analytical skills
- Self-motivation
- Negotiation and compromise
- Adaptability
- Leadership
- Resilience
- Active listening
- Team working
- Self-improvement (self-reflection)
- Self-regulation (growth mind-set, managing strong emotions and impulses)
- Perseverance
- Adaptability
- Flexibility
- Improving study skills
- Assessing the validity and reliability of information
- Self-awareness
- Developing and maintaining a healthy self-concept (self-confidence, realistic self-image, self-worth, and self-respect)
- Awareness of personal boundaries
- Clarifying values
- Identify links between values and beliefs, decisions, and actions
- Valuing and respecting diversity, beliefs, values, and opinions
- Empathy and compassion
- Strategies to manage influence
- Recognising and managing peer influence
- Risk management
- Strategies to identify bias
- Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)
- Identifying and accessing help and support
- Building and maintaining healthy relationships
- Formulating questions
- Evaluating the arguments and opinions of others

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AUTUMN TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Skills for Success • Transition to secondary school and friendships. • Resilience	• How do you feel about starting Notley High School? • Why do we have school rules? • What is resilience?	• Transition between primary and secondary school and how to manage feelings and changing friendship groups. • School rules and an introduction to our learning behaviours. • The meaning of resilience and why making mistakes is an important part of the learning process.
Physical health and Mental wellbeing • Exploring influences on young people's body image and self-esteem • Healthy lifestyle choices • Diet, exercise and how to make healthy choices. Importance of sleep.	• How can we resist appearance pressures and build body confidence? • How are images and messages from the media manipulated and why is it pointless to compare ourselves to them? • What is body talk, why can it cause problems and how can we challenge it? • What is a healthy diet? • Why is exercise and sleep important? • What are the benefits of a healthy lifestyle and what are the consequences of an unhealthy lifestyle?	• What mental wellbeing and self-esteem are and how these can be affected by negative influences around us, e.g., social media. • The similarities and differences between the online world and the physical world, how images in the media can be manipulated and the impact this can have on body image. • What makes a healthy lifestyle, including healthy eating, physical exercise, and sleep, and how these can affect our mental wellbeing, ability to learn and happiness. • How to maintain a healthy diet. • The links between an inactive lifestyle and ill health. • The importance of sufficient good quality sleep • About the consequences of an unhealthy lifestyle. • How to access medical services and under 16 patient rights

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AUTUMN TERM 2		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Relationships and sex education • Gender identity, sexuality and sex. • Managing puberty • Unwanted contact and FGM.	• What is gender identity, sexuality and sex? • Why is personal hygiene important? • What are the physical and emotional changes that occur during puberty? • What is FGM and unwanted touch?	• Gender identity and sexuality. • Sex, fertilisation, pregnancy and birth including appropriate terminology, i.e. the names of the parts of the female and male reproductive systems. • The physical and emotional changes that occur during puberty and ways to manage these. • Personal and dental hygiene. • Issues of unwanted contact (and how to recognise and respond to this) and sending nudes. • FGM
Careers • Introduction to careers. Challenging career stereotypes and raising aspirations	• Which skills, abilities and qualities are best suited to different employment sectors and why is career stereotyping a problem? • What job would you like to do in the future, and which skills do you need in order to do that job successfully? • What is LMI and how can I use it? • How can you research possible future careers?	• The meaning of 'career'. • Employment sectors and some of the skills and qualities that would make someone suited to work in them. • Own personal likes, skills and qualities which might guide future career decisions. • How stereotyping can limit aspirations. • How to explore careers and access labour market information (LMI) using the Unifrog website.

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SPRING TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Living in the Wider World • Diversity and prejudice. • Bullying, including cyber bullying	• What does it mean to live in a diverse community? • What is empathy, and why is it important to use empathy to change behaviour and build better relationships? • What is prejudice, stereotyping and discrimination? • What is bullying and how can we respond to it quickly and effectively when it does happen?	• The meaning of community, diversity and discrimination and the positive aspects of living in a diverse society. • What it means to be empathetic and how our actions can have both positive and negative consequences for others. • The Protected Characteristics and Equality Act 2010. • All types of bullying (including online and sexual harassment) and the mental and physical impact it has. • Stereotyping and prejudice. • Strategies to use if they or others they know experience bullying, how to respond to bullying of any kind and the sources of support that are available.
Skills for Success Revision Techniques	• Why is it important to set ourselves goals and targets? • What is memory, and how can we improve ours? • What is revising, and how do you do it?	• Prepare for exams considering what revision is, why it is important and techniques to use. • Identifying their personal strengths and areas for development • How memory works and using memory techniques to improve working memory • The importance of effective revision techniques and how to use them.

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SPRING TERM 2		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Relationships and sex education • Relationships: friendships and romance. Relationships in the media. Exploring family life	• What are the qualities needed to maintain good relationships? • How can I maintain healthy online friendships? • How can I resolve conflict and arguments? • How are relationships portrayed on screen – in television, film and online? How can this affect relationship expectations, behaviours and values off-screen, in real life? • What are the roles and responsibilities of parents and guardians with respect to raising children? • Why is it important for all members of a family to contribute to family life?	• The qualities and behaviours expected in healthy relationships (including families and friendships) • The pros and cons of online communication, including rules for safe online communication. • The use of social media sites, including profile pictures and posting photos. • How to recognise the warning signs of an unhealthy relationship. • The role of parents within a family and ways to resolve conflict. • Why the media portrayal of relationships may not reflect real life.

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SUMMER TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Staying safe • The risks of alcohol, tobacco, and other substances	• What are the risks and effects of alcohol? • What are legal and illegal drugs, and what are the laws surrounding drug use? • What are the risks and effects of caffeine and energy drinks? • Why do some people choose to smoke, and how is smoking harmful for our health?	• The reasons why young people might use legal and illegal drugs and the harm (short and long term) drinking, smoking, vaping and drugs does to your health. • How to respond to peer pressure. • The law (and school policy) in relation to legal and illegal drugs and the consequences of being found in possession of, using, selling, or supplying different classes of drugs. • The support is available to people.
Finance • Financial decision making: Wants vs. Needs. Budgeting, spending influences, methods of payment. Borrowing and saving	• What is the difference between wanting something and needing something? • How do we create a budget? • What influences our spending? • How can we pay for things? • What is borrowing? • Where can we save money? • How do we keep our money safe?	• The difference between a want and a need. • What influences spending. • How to create a simple budget. • Different payment methods. • The pros and cons of borrowing and saving.

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SUMMER TERM 2		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Citizenship • Human Rights	• What rights are children entitled to? • What right's do children have if their parents separate? • How can we campaign and influence change?	• Human Rights, in particular the rights that all children share. • How to protect their rights and how campaign and influence change.
• Seeking Asylum, Refugees, Immigration	• Why do people migrate? • What does "mutual respect and understanding" mean to you? • What support is available for migrants? • Should migration be controlled?	• The meaning of home. • The reasons why people migrate, including refugees, asylum seekers and internally displaced people. • International law i.e. the rights of a refugee • The support that exists for refugees, including refugees and asylum seekers.
Skills for Success • Reflection	• Are you ready for year 8?	• Evaluating personal strengths and identifying areas to work on • Target setting for year 8