YEAR 8

PDT Curriculum Overview Year 8

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.

YEAR 8

The Year 8 programme of study in Personal Development Time (PDT) builds on our student's year 7 experience of the range of curriculum topics within PSHE.

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.

YEAR 8

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

YEAR 8

AUTUMN TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Physical health and Mental wellbeing • Emotional wellbeing	• What are the common misconceptions about mental health? • How can we recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health? • How can media impact our mental health and emotional wellbeing? • How can we promote emotional wellbeing and build resilience? • How can we manage disappointments, setbacks, and stress? • Why do relationships end and how can we manage our feelings? • How can I manage grief and bereavement?	• The characteristics of mental wellbeing. • The common myths, misconceptions and stigma attached to mental health, including the use of language. • Challenging discriminatory language. • Body image and advertising. • How images are manipulated. • The positive and negative impact of social media on self-esteem and body image, including the pressure to take selfies. • Ways to promote resilience and wellbeing, including healthy sleep, diet and exercise. • The thoughts, feelings and emotions a person might have when dealing with a loss such as a relationship breakdown, including divorce, grief and bereavement. • Coping with change and loss. • Ways to help a friend who is dealing with a loss. • Where to seek support
Living in the wider world / Staying safe • Digital literacy	• What does it mean to think critically? • How do I know what is trustworthy online?	• Media and advertising. • How to critically evaluate if something they view online, is trustworthy. • What is fact, what is opinion and how we know • Source reliability and what to look for
Physical health and Mental wellbeing • Vaccinations	• What is the HPV vaccination?	• The HPV vaccination. • The role of vaccinations in eradicating disease. • Herd immunity.

YEAR 8

AUTUMN TERM 2		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Skills for Success • Resilience	• What is the difference between a fixed and a growth mindset? • How can the growth mindset help you learn?	• The difference between a growth and fixed mindset. • Ways to persevere, adapt and be resilient in different circumstances. • How to reframe negative thoughts and learn from failures and mistakes. • The meaning of hard work and how goals are often achieved through determination, repeated attempts and practice.
Citizenship • Citizenship: Government	• What type of political system is the UK? • How do we inform our choices in a democracy? • How do we vote? • Can I use persuasive language to campaign for something I believe in?	• The different political systems and how government and parliament work in the UK. • The terms 'manifesto', 'policy' and 'political party' and the role of an MP. • The electoral system in the UK, including voting and general elections.
Finance • Financial decision making	• What is a budget and what is value for money? • What types of risk are associated with money?	• Budgets (income and expenditure). • Evaluating value for money in services. • The positive and negative consequences of making financial decisions • The risks associated with debt, including online scams.

YEAR 8

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 • Bullying and Discrimination	• What is 'normal'? • When does banter stop being funny? • What is discrimination? • How can you stop someone being bullied? • Can I recognise bullying and discrimination and suggest ways to challenge it?	• The Protected Characteristics and Equality Act 2010. • The different forms of bullying (i.e. emotional, physical, exclusion, cyberbullying and sexual harassment). • What discrimination is and how to recognise it. • The difference between banter and bullying. • The effects on an individual and community. • What someone should do if they are experiencing bullying now or in the future. • What to do and strategies to use if we witness or believe someone is experiencing bullying. • Coping with stress. • Where to seek support.
Staying safe • Safety	• How do we keep ourselves, and those around us, safe? • What should you do in an emergency?	• What to do in an emergency i.e. who to contact, when, how and what information to give. • Basic first aid skills. • Personal Safety.

YEAR 8

SPRING TERM 2		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Physical health and wellbeing / Staying safe • Drugs, alcohol, smoking and vaping	• What are the risks associated with drinking and how can we make safe choices around alcohol? • What are the risks associated with drug use? • What are the risks associated with vaping and smoking?	• Why young people may choose to drink, smoke, and use drugs • The harm drinking, vaping and smoking, and drugs, does to your health • Managing peer pressure • The law and the consequences of being found in possession of, using, selling or supplying different classes of drugs. • Knife Crime including the consequences of carrying a knife • Who to ask for advice and where to look for support
Skills for Success • Revision Techniques	• What is a learning environment and what makes it successful? How do you revise?	• Prepare for exams • Planning a positive learning space and environment • The importance of effective revision techniques and how to use them.

YEAR 8

SUMMER TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Relationships and sex education / Staying safe Unsafe Relationships	• How can we keep safe and positive relationships on and offline? • What are the features of unhealthy / unsafe relationships? • What is sexual harassment, grooming and coercive control? • How can I recognise these, and what should I do if I experience it? • Why is joining a gang dangerous? • What are the potential consequences of carrying a knife?	• Characteristics of unhealthy relationships, including within families and gangs. • The meaning of grooming, exploitation, and coercion. • Abuse and harassment. • How to challenge unwanted attention. • The Protected Characteristics and Equality Act 2010. • Issues surrounding the joining of gangs and how to leave a gang safely. • County Lines. • The law and consequences in relation to carrying a knife, knife crime and joint enterprise. • Why some young people may choose to carry a knife and how risky this choice is. • Where to seek support.
Relationships and sex education • Relationships	• What are the different types of relationships? • What are the qualities and signs of a positive relationship? • What is the law regarding sex? • What is sexuality and sexual orientation? • What are the choices around sex?	• Different types of relationships, including marriage, co-habiting and civil partnership • Types of family • The qualities and behaviours to be expected in positive, healthy relationships, off and online • Sex and the law. Consent including choice, freedom, and capacity to consent • Choices around sex including basic forms of contraception, i.e. the condom and pill, how they are used and their effectiveness • The consequences of unprotected sex, including pregnancy • Where to seek support

YEAR 8

SUMMER TERM 2		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Careers • Careers - Developing skills and aspirations. Teamwork and enterprise skills.	• What does it mean to be enterprising? • What are market sectors? • What is promotion and advertising? Why do businesses rely on it? • What are skills? • How can our interests link to our future career choices? • What is LMI? • What job might suit you in the future? • Can you identify the skills needed for your chosen job and present these to the class?	• The skills and qualities associated with enterprise and employability. • Market sectors. • Health and safety laws, including safety symbols • Methods of advertising and presentation skills • Employability skills: hard and soft skills • Identifying personal skills and interests linked to future career choices. • How to explore careers and access labour market information (LMI) using the Unifrog website.
Skills for Success • Reflection	• Am you ready for year 9?	• Evaluating personal strengths and identifying areas to work on • Target setting