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PDT Curriculum Overview Year 9

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 9 programme of study in Personal Development Time (PDT) builds on our student's year 7 and 8 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.

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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?**
Physical Health and Mental Wellbeing • Mental health and wellbeing	• How can you improve your own and others emotional wellbeing? • What makes a good mate? • What are the warning signs of emotional difficulties? • How can we manage difficult feelings or challenging circumstances in a healthy way?	• The qualities of a good friend. • How to resolve conflict. • The importance of sleep. • Unhealthy coping strategies inducing self-harm and eating disorders. • Healthy coping strategies to support emotional wellbeing. • The five areas of wellbeing: Connect, Be Active, Take Notice, Learn, Give. • What to do if they, or someone they know, has or might be developing an eating disorder or is considering self-harm.
Staying safe • Staying safe online.	• How can we stay safe online? • How can social media influence and affect perceptions about body image?	• The pros and cons of internet use. • Staying safe and managing relationships online. • The risks, including grooming and pressure to send nudes. • The law and consequences in regard to the sharing of explicit images. • How to keep social media profiles and the sharing of information safe. • The influences on body image and how these are often misleading or exaggerated.
Living in the wider world • Prejudice and misogyny	• What is misogyny? • How can we learn from each other? • How can we help each other?	• Recognising and challenging prejudice. • What misogyny is. • The impact gender stereotyping can have. • Using social media for good. • Consent and harassment. • How to challenge prejudice. • How to be an ally.

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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?**
Physical Health and Mental Wellbeing • First aid and health	• How would you deal with a medical emergency? • How do you perform CPR? • How do you use a defibrillator? • How should you respond in an emergency?	• How to respond in an emergency e.g., RTAs, fire, water, electrical – DR ABC • How to put someone in the recovery position • Heart attack and cardiac arrests • How to perform CPR and use a defibrillator
Physical Health and Mental Wellbeing • Health and Cancer	• What is cancer? • How can our lifestyle choices keep us healthy and reduce our risk of getting cancer and other serious illnesses? • How does cancer affect both individuals and those around them and how can you support friends going through a difficult time?	• The facts and myths about cancer. • The main signs and symptoms of cancer. • How to reduce the risk of developing many illnesses including several cancers through simple lifestyle choices. • The signs and symptoms of testicular cancer how to carry out testicular self-examination. • The importance of seeing a doctor if they have any concerns about health and why it is important to go to the doctor as soon as possible. • How cancer affects both individuals and those around them. • Ways to support a friend who is impacted by cancer.
Careers • Careers	• What choices do you have and how are you going to make them?	• The options process relating to the KS4 subjects available

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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 • Tackling homophobia, transphobia, and biphobia	• What law protects people from discrimination? • Why is it important to use the correct language when discussing gender and sexuality? • How can homophobic, transphobic and biphobic bullying be recognised and prevented?	• The meaning of homophobia, transphobia, sexism and sexual harassment. • The difference between gender identity, gender expression, sexual orientation and sex assigned at birth. • The Equality Act 2010 and Protected Characteristics. • Recognising, prevent and challenging bullying and discrimination. • The impact of discrimination. • How to be an ally. • The sources of support that are available.
Careers • Careers	• What's my career inspiration? • How can our interests link to our future career choices? • How can we build and develop our skills? • Why is it important to challenge career stereotypes and prejudice? • What is LMI? How can I record activities on Unifrog?	• How to research future career choices and aspirations. • How to develop skills and experiences. • What career stereotypes and prejudices are, and the impact they can have on individuals. • Develop critical thinking skills to question assumptions, and the confidence to challenge stereotypes and support equality in employment. • How to explore careers and access labour market information (LMI) using the Unifrog website.

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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?**
Skills for success • Revision Techniques	• What is active revision? • How do I create a revision timetable that works?	• Prepare for the year 9 exams • Active revision techniques, e.g., mind mapping, revision cards. • The Pomodoro technique • The importance of sleep and diet • How to create a revision timetable • Coping with exam stress
Citizenship • Citizenship: The Law	• Who is involved in the law? • How are laws made? • What powers do the police have? • What happens if someone is suspected of committing a crime? • Do you know what the current sentencing guidelines are? • What is the best way to punish a crime?	• The job descriptions of people involved in the law. • The difference between civil and criminal law. • The process of how laws are made and changes in law can be influenced. • Police powers, including the rules of stop and search, and misconceptions. • The rights young people have within the criminal justice system. • The different types of punishment that can be given to young offenders.

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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?**
Relationships and sex education • Healthy relationships	• What are respectful relationship behaviours? • How does someone know when they are ready to start a sexual relationship? • What are the risks of having unprotected sex and how can these be reduced or prevented? • What are the methods of contraception available and what are the pros and cons for each? • Is what we see in the media, always accurate and/or appropriate?	• Readiness for sex, both as an individual and as a couple. • Features of a healthy relationship. • Sending nudes and the law. • Consent (choice, freedom, and capacity to consent) and the law. • Assertiveness and how to resist pressure, including sexual harassment. • The risks of unprotected sex i.e., STIs and unplanned pregnancy. • Common STIs, symptoms and how the spread can be reduced or prevented. • The range of contraceptives available and the pros and cons for each. • How to access help and support. • Media and pornography. • How viewing pornographic material can influence expectations in relationships and why it is not representative of the sexual experience for most people and can give misleading information about consent in sexual relationships. • Age limits and the impact of watching something inappropriate.
Physical Health and Mental Wellbeing / Staying safe • Drugs, alcohol, smoking and vaping	• What makes a situation risky or dangerous? • What are the potential risks of using alcohol or cannabis? • What are the influences and consequences that might affect decisions relating to vaping?	• Group think and peer pressure • How to assess risk and manage it, strategies for saying no • The physical, social, emotional, financial, and legal risk of using alcohol and cannabis • The influences and consequences of vaping

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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?**
Careers • Careers	• How do I get from here to career? • How is the world of work changing? • What are the different ways that a person can be employed and how are they different? • What are some of the typical jobs a teenager could do? • What are your rights and responsibilities at work? • How can we tell if sources of information are reliable and how can we protect our own reputation online?	• Fixed and growth mindset. • Setting SMART targets. • The changing world of work. • How to use personal networks. • Talking about skills at interview, giving examples as evidence. • How to write a personal statement showcasing strengths and achievements linked to a role. • The ways in which a person can be employed, including volunteering. • Contracts. The law in relation to working under the age of 18. • Rights and responsibilities in the workplace. • The reliability of online sources of information, including false advertising. • Social media and how to protect our online presence.
Finance • Finance	• What can influence my decisions and how can I make good choices? • Why do my financial decisions matter?	• What an economy is and how it influences our financial decision making. • How the different parts of the economy are connected. • How personal decisions affect the economy. • Interest and inflation. • How consumers choices affect others' economies and environments.
Skills for success • Preparing to move to KS4.	• How can I manage the change to KS4.	• Embracing new challenges and coping with change. • Strategies for managing the transition between KS3 and 4. • Sources of support. • Evaluating personal strengths and identifying areas to work on. • Target setting.