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PDT Curriculum Overview Year 10

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 10 programme of study in Personal Development Time (PDT) builds on our student's Key Stage 3 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 • Promoting positive mental health	• Why is it important to have a balanced, healthy lifestyle, and how can we achieve this? • How could someone continue to promote their emotional health and wellbeing when faced with challenges? • What are the signs that someone might need support for mental health concerns?	• Ways to promote positive mental health. • The causes and how to recognise signs of emotional or mental ill-health, including anxiety, stress, and depression. • Healthy coping strategies for coping with change and challenges, including the importance of work-life balance, healthy diet, exercise and sleep. • How to access relevant support for emotional and mental health issues. • The treatment available.
Careers • Preparing for the world of work	• Why is it important to protect your online reputation and how do you do it? • What goes into a great application letter? • What information should someone include on their CV? • What makes a great personal statement?	• The importance of maintaining a positive online reputation (i.e. what they share they share on social media now may affect employment opportunities in the future). • How social media can present both positive and negative messages to employers. • Expectations around the use of IT in the workplace. • How to 'market' yourself in applications, make a good impression, and do well in interviews. • The importance of looking for opportunities (skills, interests, and experiences) to enhance CVs, personal statements and covering letters.

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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?**
Careers • Researching career options	• What goes into a great interview performance? • How can I research my career options? • What is LMI and why is it important? • What are your rights and responsibilities in the workplace?	• Preparing for Interviews • Mock interview with a member of the local business community. • Rights and responsibilities of employees and employers. • The Equality Act 2010 • How to explore careers and access labour market information (LMI) using the Unifrog website.
Skills for success • Study skills and revision	• How can you improve your study skills and prepare for exams	• How to create a realistic revision timetable. • Methods of revision, including retrieval practice and spaced retrieval.

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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?**
Relationships and sex education • Families **Core Religious Studies: Marriage and the family**	• What options are available to people who wish to make a long-term commitment? • What are the different options for people wishing to start a family? • What makes a successful parent? • What are the possible outcomes in the event of a pregnancy? • How does pornography impact people's understanding and expectations of sex?	• The options available to people who wish to make a long-term commitment. • The legal status of different types of relationships, including marriage and civil partnerships, and why people choose to form such a commitment. • Forced and arranged marriage. • The qualities that make someone a good parent. • Parental responsibilities. • The link between lifestyle and fertility. • The causes of infertility. • Routes to parenthood i.e., adoption, fostering, IVF, surrogacy, co-parenting. • The choices around unplanned pregnancy. • Facts about abortion. • Miscarriage and ectopic pregnancy. • The common myths and assumptions regarding sex, including consent, and how these are perpetuated by pornography. • The law in relation to youth produced sexual imagery. • Consent and the capacity to consent. • Accessing help and support.

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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 • Contraception **Core Religious Studies: Marriage and the family**	• Why do people have romantic relationships? Whose responsibility is it to seek consent? • How appropriate are the different forms of contraception in different situations and how do couples negotiate their use? • How can someone break up with their partner in a respectful way?	• Consent and the capacity to consent. • Accessing help and support. • Contraceptive choices. • How to negotiate their use (including assessing how appropriate different forms of contraception might be in different situations, considering their relative efficacy) • STIS – signs and symptoms, testing • Consent and the choice, freedom, and capacity to consent. • Unhealthy signs in a relationship e.g., coercion, manipulation, and exploitation. • When and how a person should walk away from a relationship. • The emotions involved in relationship breakdown and how to manage them. • Strategies to manage the break-up of relationships in a positive way. • Revenge porn and sending nudes. • Accessing help and support.
Physical Health and Mental Wellbeing • Change, loss, grief, and bereavement • Organ donation **Core Religious Studies: Matters of life and death**	• How can we manage change, and cope with loss, grief and bereavement? • How can organ and tissue donation save and improve lives?	• The feelings and emotions involved with change, loss, and grief. • How to cope with and manage strong feelings. • Accessing help and support. • Blood, stem cell and organ donation. • Organ donation and the opt-out law in England. • The feelings and perspectives of all those involved.

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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?**
Citizenship • British values and community cohesion	• What are the debates around identity in the UK? • Is there mutual respect and understanding of diverse groups in the UK? • How can we prevent discrimination and offensive behaviour in our society? • How can people's actions be affected by others' influence? • What is extremism and radicalisation? • What should someone do if they are concerned about themselves or a friend?	• The 'British Values': Democracy, Rule of law, Individual liberty, Mutual respect and Tolerance. • How 'British values' support community cohesion. • Diversity and the benefits of an inclusive, diverse community. • How discrimination can be prevented. • Offensive behaviour and how it can be challenged. • The risks of radicalisation and extremism. • The recruitment techniques used by extremist groups to manipulate and persuade others. • Group think. How other people's actions can be affected by others' influence. • What someone should do if they were worried about themselves or a friend. • Accessing help and support.
Careers • Preparing for work experience	• What is the purpose of work experience?	• Why work experience is important for personal development and career exploration. • Appropriate workplace behaviours and expectations • Professional behaviour, dress code, punctuality, communication, and teamwork in a workplace setting. • Setting personal goals for work experience • Health, safety and safeguarding responsibilities • Workplace safety and what to do if you feel unsafe or unsure during the placement.

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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?**
Finance • Borrowing money • Gambling	• How can the use of credit cards and payday loans lead to a 'debt trap' • What are the emotional and financial costs of misusing money? • Is gambling risky? • Why do people gamble?	• How alcohol and other drugs can affect decision-making. • The factors that may influence a person's decision to take drugs. • The factors that increase risk • The short- and long-term risks of drug and alcohol use (physical, social, emotional, financial and legal), including addiction. • Ways to keep safe and support friends when socialising. • The effects of substance use on the individual, friends and family, community, and society. • Risks in relation to 'crunch moments' in particular, vehicle safety. • The responsibilities as a passenger and future driver. • How to access help: 999. • Strategies for managing peer influence in increasingly independent contexts. • Accessing help and support.
Staying safe • Risk and influence	• How can alcohol and other drugs affect decision-making? • How can different internal and external influences can affect decision making? • What are the wider physical and psychological consequences of substance use? • Do you have the skills needed to speak up in a risky situation? • Why is it that young drivers are so much more at risk?	• Why people borrow money. • The impact and range of risks involved. • Mortgages, credit and debt, APR, credit cards, payday loans, safe borrowing. • The use of advertising to persuade people to use their financial services. • Dealing with debt and the effects on relationships with family and friends. • The different types of gambling. • The law. • Understanding why we take risks and how to manage risk. • Advertising. • Signs of problematic gambling. • Accessing help and support.