YEAR 11

PDT Curriculum Overview Year 11

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 11

The Year 10 programme of study in Personal Development Time (PDT) builds on our student's Key Stage 3 and year 10 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 11

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 11

AUTUMN TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Careers • Post 16 option choices	• What options are available to someone after year 11? • How does the application process work? • What do you want to do in the future, and how are you going to get there? • Where and how can you find information about post 16 option choices? • What makes a good interview? • What makes a great personal statement?	• Introduction to KS5 options including A levels, BTECS, T Levels and Apprenticeships. • The application process, including personal statement writing. • How to explore careers and access labour market information (LMI) using the Unifrog website. • Preparing for careers interview. • How to 'market' yourself in applications.
Skills for success • Study skills and revision	• What study skills will maximise my learning potential? • How can I cope with exam stress and anxiety?	• The purpose of mock examinations. • Ways to maximise success, including time management, organisation, and revision strategies. • Revision techniques and online tools. • Revision and study timetables. • How to cope with exam stress and anxiety. • When to seek further help.

YEAR 11

AUTUMN TERM 2		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Careers • Rights in the workplace	• What rights do you think you have at work? • Is this sexual harassment?	• The rights workers are entitled to and how these are protected in the UK. • Sexual harassment in the workplace.
Relationships and sex education • Personal values and assertive communication.	• How can someone communicate their boundaries, wants and needs in a relationship? • What could someone say and do if they are receiving unwanted attention or are being made to feel uncomfortable? • What is 'relationship abuse' and how do you know when it is happening? • Why is it never acceptable to assume consent? • How are forced marriages and arranged marriages different and what is honour based violence?	• Passive, assertive, aggressive communication • Harassment, stalking and the law • Acceptable and unacceptable behaviours on and offline. • How to handle unwanted attention both online and offline. • Consent and the law. • Relationship abuse (i.e. domestic abuse, coercive control) and the physical, emotional and legal consequences. • Myths and misconceptions about rape. • Forced and arranged marriage. • Honor based violence and forced marriage. • How to see help for themselves and others.

YEAR 11

SPRING TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Core Religious Studies • Crime and punishment		
Finance • Financial independence	• What is a pay slip? • How can I protect my money and future? • How do I set myself up for financial independence?	• Payslip information • Financial technology and how it is changing. • Financial technology to support money management. • Ways to prevent cyber-crime and fraud. • Planning for retirement: pensions • How to choose a bank account and compare financial products. • Understanding bank statements. • Bills and expenses including, renting, and buying a house. .

YEAR 11

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 Mental wellbeing • Responding to an emergency • Cancer	• What should I do in an emergency? • How do we help someone that is unresponsive and breathing? • Why is self-examination important? (breast and cervical) • Why is self-examination important? (testicles and skin) How can I access medical services?	• Emergency first aid and health. • How to reduce the risk of developing many illnesses including a number of cancers through simple lifestyle choices. • How to carry out testicular and breast self-examination. • Skin and cervical cancer • The importance of taking personal responsibility for health • Lifestyle choices to reduce the risk of cancer • Accessing and using medical services independently e.g., doctors, sexual health clinics, opticians, and dentists
Skills for success • Preparing to move to KS5	• Am I ready for my next steps?	• How to cope with exam stress and anxiety. • Setting SMART targets

YEAR 11

SUMMER TERM 1		
What are we learning?	**Lesson Objectives: The Big Question**	**Our intention – what knowledge, understanding and skills will we gain?**
Citizenship • Human rights • Citizenship **Core Religious Studies: Human Rights and Social Justice**	• What are human rights? • What is 'The Rule of Law'? • What rights do people have if they choose to leave their home to migrate, or if they become a displaced person or refugee? • Is citizenship a privilege or a right?	• History of Human Rights and the law that protects them. • How laws are made. • The role of parliament, government, and the justice system. • Migration and international law. • The law and rights people have if they choose to leave their home to migrate, or if they become a displaced person or refugee. • Eligibility criteria for UK citizenship.