

PDT Curriculum Overview Year 7

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

PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. A strong PDT education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community.

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

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

AUTUMN TERM 1

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Skills for Success</p> <ul style="list-style-type: none"> • Transition to secondary school and friendships. Resilience <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Diversity and prejudice. Bullying, including cyber bullying 	<ul style="list-style-type: none"> • How do you feel about starting Notley High School? • Why do we have school rules? • What is resilience? <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • The differences between being at primary and secondary school • How to manage changing friendships • Why we have rules • What resilience is and why it is important to make mistakes <ul style="list-style-type: none"> • Identity, diversity and community • The positive aspects of living in a diverse society • Empathy, actions and consequences • Defining equality, prejudice, stereotyping and discrimination. • The Protected Characteristics and Equality Act 2010. • The signs and impacts of all types of bullying, including online. • Strategies to use if they experience bullying. • How to respond to bullying of any kind, including online • How to support others

AUTUMN TERM 2

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Relationships and sex education</p> <ul style="list-style-type: none"> Gender identity, sexuality and sex. Managing puberty and the issues of unwanted contact and FGM. <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> Exploring influences on young people's body image and self-esteem <p>Skills for Success</p> <ul style="list-style-type: none"> Revision Techniques 	<ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Gender identity and sexuality Sex, fertilisation, pregnancy, and birth The names of the parts of the female and male reproductive systems Dental health and personal hygiene The physical and emotional changes during puberty Strategies to manage the physical and emotional changes of puberty Recognising and responding to inappropriate, unwanted contact and FGM Sending nudes <ul style="list-style-type: none"> The similarities and differences between the online world and the physical world How comments, images and role models in the media and on social media might influence people's lifestyle choices How a person can resist negative influences on their lifestyle choices <ul style="list-style-type: none"> Identifying personal strengths and areas for development How memory works. Using memory techniques to improve working memory The importance of revision effective techniques to use

SPRING TERM 1

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> Diet, exercise and how to make healthy choices. Importance of sleep. <p>Staying safe</p> <ul style="list-style-type: none"> The risks of alcohol, tobacco, and other substances 	<ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> What are the risks and effects of alcohol? 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? What are legal and illegal drugs, and what are the laws surrounding drug use? 	<ul style="list-style-type: none"> The characteristics of a healthy lifestyle How to maintain a healthy diet The links between an inactive lifestyle and ill health, including cancer The benefits and importance of physical exercise and time outdoors on mental wellbeing and happiness. The importance of sufficient good quality sleep Accessing medical services and under 16 patient rights <ul style="list-style-type: none"> Short- and long-term effects of alcohol and caffeine (including energy drinks). Alcohol and the law Media and peer influences vs the reality of consumption in teens Smoking, vaping and the law Short- and long-term effects of smoking Drugs, both legal and illegal. The law and school policy Sources of support

SPRING TERM 2

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Relationships and sex education</p> <ul style="list-style-type: none"> Relationships: friendships and romance. Relationships in the media. Exploring family life 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> The qualities and behaviours expected in healthy relationships. Conflict resolution strategies within the context of personal relationships How the media portrayal of relationships may not reflect real life. The role of parents within a family

SUMMER TERM 1

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Careers</p> <ul style="list-style-type: none"> • Introduction to careers. Challenging career stereotypes and raising aspirations <p>Finance</p> <ul style="list-style-type: none"> • Financial decision making: Wants vs. Needs. Budgeting, spending influences, methods of payment. Borrowing and saving 	<ul style="list-style-type: none"> • 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? Where is the careers library and how can I use it? • How can you research possible future careers? <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • What is meant by the term 'career' • The broad range of careers and the abilities and skills required for different careers. • LMI (Labour Market Information), the school's careers library • Skills for employability - the skills, abilities and qualities that are associated with each 'sector' of jobs. • Career stereotypes - valuing diversity and equality of opportunity • Current skills, strengths, and interests linked to future career aspirations. • How to access information using Unifrog <ul style="list-style-type: none"> • Wants vs needs. • How to write a budget • Spending influences and the impact on the industry chain • Methods of payment • Saving and borrowing decisions and choices

SUMMER TERM 2

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Citizenship</p> <ul style="list-style-type: none"> • Human Rights • Seeking Asylum, Refugees, Immigration <p>Skills for Success</p> <ul style="list-style-type: none"> • Reflection 	<ul style="list-style-type: none"> • What rights are children entitled to? • What rights do children have if their parents separate? • How can we campaign and influence change? • Why do people migrate? • What does “mutual respect and understanding” mean to you? • What support is available for migrants? • Should migration be controlled? • What advice would you give to a new year 7 student? • Are you ready for year 8? 	<ul style="list-style-type: none"> • Know the human rights we are all entitled to • Define the concept of rights • Know the rights children have • What we mean by home • Migration and immigration, including refugees, asylum seekers and internally displaced people. • International law i.e. rights of a refugee • The reasons why people migrate • The support that exists for refugees • Empathy • Evaluating personal strengths and identifying areas to work on • Target setting