

PDT Curriculum Overview 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.

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"> Resilience <p>Citizenship</p> <ul style="list-style-type: none"> Citizenship: Government <p>Finance</p> <ul style="list-style-type: none"> Financial decision making 	<ul style="list-style-type: none"> What is the difference between a fixed and a growth mindset? How can the growth mindset help you learn? <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> What is a budget and what is value for money? What types of risk are associated with money? 	<ul style="list-style-type: none"> Resilience. Fixed and growth mindset. Learning behaviours Ways to persevere, adapt and be resilient in different circumstances How to reframe and learn from failure or mistakes <ul style="list-style-type: none"> Types of government. Parliament and government Parties, Manifestos and Elections Role of an MP Elections and voting <ul style="list-style-type: none"> Budgeting, expenditure, income, debt. Evaluating value for money in services. Risks and consequences of making financial decisions, including online risks

AUTUMN TERM 2

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Living in the wider world</p> <ul style="list-style-type: none"> Bullying and Discrimination <p>Staying safe</p> <ul style="list-style-type: none"> Safety <p>Skills for Success</p> <ul style="list-style-type: none"> Study techniques 	<ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> How do we keep ourselves, and those around us, safe? What should you do in an emergency? <ul style="list-style-type: none"> What is a learning environment, and what makes it successful? How do you revise? 	<ul style="list-style-type: none"> The Protected Characteristics and Equality Act 2010 The different forms of bullying Discrimination The effects on an individual and community What someone should do if they are experiencing bullying now or in the future What to do if we witness, or believe someone is experiencing bullying Strategies to use if a person witnesses bullying Where to seek support <ul style="list-style-type: none"> What to do in an emergency Basic first aid Personal Safety <ul style="list-style-type: none"> Planning a positive learning space and environment the importance of revision and 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"> Emotional wellbeing 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> The common myths and misconceptions around mental health. Challenging discriminatory language Body image and advertising. How images are manipulated The impact of social media, including the pressure to take selfies Reframing failure. Ways to promote resilience and wellbeing, including healthy sleep, diet and exercise. Coping with stress. Coping with change and loss, including relationship breakdown, divorce and separation, grief, and bereavement Where to seek support

SPRING TERM 2

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Living in the wider world / Staying safe</p> <ul style="list-style-type: none"> Digital literacy <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> Vaccinations <p>Physical health and wellbeing / Staying safe</p> <ul style="list-style-type: none"> Drugs and alcohol. Knife crime 	<ul style="list-style-type: none"> What does it mean to think critically? How do I know what is trustworthy online? What is the HPV vaccination? 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? What are the potential consequences of carrying a knife? 	<ul style="list-style-type: none"> Media and advertising. What is fact, what is opinion and how we know Source reliability and what to look for Vaccinations and the HPV virus Why young people may choose to drink, smoke, and use drugs The harm drinking, smoking and drugs, does to your health Managing peer pressure The law re substance misuse Knife Crime including the consequences of carrying a knife Who to ask for advice and where to look for support

SUMMER TERM 1

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 <p>Relationships and sex education / Staying safe</p> <ul style="list-style-type: none"> Unsafe Relationships 	<ul style="list-style-type: none"> 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? How can we keep safe and positive relationships on and offline? <ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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 Signs of an unhealthy relationship and where to see support Sex and the law. Consent Choices around sex including basic forms of contraception, e.g. condom and pill The consequences of unprotected sex, including pregnancy Handling unwanted attention. The law around sending nudes. Where to seek support <ul style="list-style-type: none"> Features of an unhealthy relationship Strategies for starting difficult conversations How to challenge unwanted attention The Protected Characteristics and Equality Act 2010 Issues surrounding the joining of gangs County Lines Where to seek support

SUMMER TERM 2

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Careers</p> <ul style="list-style-type: none"> Careers - Developing skills and aspirations. Teamwork and enterprise skills. <p>Skills for Success</p> <ul style="list-style-type: none"> Reflection 	<ul style="list-style-type: none"> What does it mean to be enterprising? What are market sectors? What are health and safety laws and regulations, and why does the government enforce these rules? 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? <ul style="list-style-type: none"> Am you ready for year 9? 	<ul style="list-style-type: none"> 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 Identifying skills linked to careers LMI (Labour Market Information) How to access Unifrog <ul style="list-style-type: none"> Evaluating personal strengths and identifying areas to work on Target setting