

## PDT Curriculum Overview Year 9

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.

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><b>Staying safe</b></p> <ul style="list-style-type: none"> <li>Staying safe online.</li> </ul> <p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>Mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>How can we stay safe online?</li> <li>How can social media influence and affect perceptions about body image?</li> </ul> <ul style="list-style-type: none"> <li>How can you improve your own and others emotional wellbeing?</li> <li>What are the warning signs of emotional difficulties?</li> <li>How can we manage difficult feelings or challenging circumstances in a healthy way?</li> </ul>	<ul style="list-style-type: none"> <li>The pros and cons of internet use</li> <li>Staying safe and managing relationships online.</li> <li>The risks, including grooming and sending nudes. The law.</li> <li>How to keep social media profiles safe</li> <li>The influences on body image and how these are often misleading or exaggerated</li> <li>Strategies to manage stress and anxiety</li> </ul> <ul style="list-style-type: none"> <li>The five areas of wellbeing: Connect, Be Active, Take Notice, Learn, Give</li> <li>The importance of sleep</li> <li>Unhealthy coping strategies inducing self-harm and eating disorders.</li> <li>Healthy coping strategies to support emotional wellbeing</li> <li>What to do if they, or someone they know, has or might be developing an eating disorder or is considering self-harm</li> </ul>
<p><b>Physical Health and Mental Wellbeing / Staying safe</b></p> <ul style="list-style-type: none"> <li>Drugs, alcohol, smoking and vaping</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good mate?</li> <li>What makes a situation risky or dangerous?</li> <li>What are the potential risks of using alcohol or cannabis?</li> <li>What are the influences and consequences that might affect decisions relating to vaping?</li> </ul>	<ul style="list-style-type: none"> <li>The qualities of a good friend</li> <li>How to resolve conflict</li> <li>Group think and peer pressure</li> <li>How to assess risk and manage it</li> <li>The physical, social, emotional, financial, and legal risk of using alcohol and cannabis</li> <li>The influences and consequences of vaping</li> </ul>

**AUTUMN TERM 2**

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p><b>Relationships and sex education</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> </ul> <p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Health and Cancer</li> </ul> <p><b>Skills for success</b></p> <ul style="list-style-type: none"> <li>• Revision Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• What are respectful relationship behaviours?</li> <li>• How does someone know when they are ready to start a sexual relationship?</li> <li>• What are the risks of having unprotected sex and how can these be reduced or prevented?</li> <li>• What are the methods of contraception available and what are the pros and cons for each?</li> <li>• Is what we see in the media, always accurate and/or appropriate?</li> </ul> <ul style="list-style-type: none"> <li>• What is cancer?</li> <li>• How can our lifestyle choices keep us healthy and reduce our risk of getting cancer and other serious illnesses?</li> </ul> <ul style="list-style-type: none"> <li>• What is active revision?</li> <li>• How do I create a revision timetable that works?</li> </ul>	<ul style="list-style-type: none"> <li>• Readiness for sex</li> <li>• Features of a healthy relationship</li> <li>• Sending nudes and the law</li> <li>• Consent and the law</li> <li>• Assertiveness and how to resist pressure</li> <li>• The risks of unprotected sex i.e., STIs and unplanned pregnancy</li> <li>• Common STIs, symptoms and how to access help and support</li> <li>• Contraception</li> <li>• Media and pornography</li> <li>• Age limits and the impact of watching something inappropriate</li> </ul> <ul style="list-style-type: none"> <li>• The main signs of cancer</li> <li>• How to reduce the risk of developing many illnesses including several cancers through simple lifestyle choices</li> <li>• The signs and symptoms of testicular cancer how to carry out testicular self-examination</li> <li>• 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.</li> </ul> <ul style="list-style-type: none"> <li>• Active revision techniques, e.g., mind mapping, revision cards.</li> <li>• The Pomodoro technique</li> <li>• The importance of sleep and diet</li> <li>• How to create a revision timetable</li> <li>• Coping with exam stress</li> </ul>

**SPRING TERM 1**

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Careers</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Tackling homophobia, transphobia, and biphobia</li> </ul>	<ul style="list-style-type: none"> <li>What choices do you have and how are you going to make them?</li> <li>How can we tell if sources of information are reliable and how can we protect our own reputation online?</li> <li>What law protects people from discrimination?</li> <li>Why is it important to use the correct language when discussing gender and sexuality?</li> <li>How can homophobic, transphobic and biphobic bullying be recognised and prevented?</li> </ul>	<ul style="list-style-type: none"> <li>The options process relating to the KS4 subjects available</li> <li>Social media and how to protect our online presence</li> <li>The Equality Act 2010 and Protected Characteristics.</li> <li>Recognising discrimination</li> <li>Challenging bullying and discrimination</li> <li>How to be an ally</li> </ul>

**SPRING TERM 2**

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Careers</li> </ul>	<ul style="list-style-type: none"> <li>What's my career inspiration?</li> <li>How do I get from here to career?</li> <li>How can we build and develop our skills?</li> <li>How can our interests link to our future career choices?</li> <li>What is LMI? How can I record activities on Unifrog?</li> <li>How is the world of work changing?</li> <li>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?</li> <li>What are your rights and responsibilities at work?</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>How to research career choices.</li> <li>How to develop skills and experiences</li> <li>Fixed and growth mindset</li> <li>Setting SMART targets</li> <li>How to use personal networks</li> <li>Talking about your skills at interview, giving examples as evidence</li> <li>How to use Unifrog to research career, subject interests, and record activities</li> <li>LMI (Labour Market Information)</li> <li>How to write a personal statement showcasing strengths and achievements linked to a role</li> <li>Contracts. The law in relation to working under the age of 18</li> <li>Rights and responsibilities in the workplace</li> <li></li> </ul>

**SUMMER TERM 1**

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• First aid and health</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Prejudice and misogyny</li> </ul>	<ul style="list-style-type: none"> <li>• How would you deal with a medical emergency?</li> <li>• How do you perform CPR?</li> <li>• How do you use a defibrillator?</li> <li>• How should you respond in an emergency?</li> </ul> <ul style="list-style-type: none"> <li>• What is misogyny?</li> <li>• How can we learn from each other?</li> <li>• How can we help each other?</li> </ul>	<ul style="list-style-type: none"> <li>• How to respond in an emergency e.g., RTAs, fire, water, electrical – DR ABC</li> <li>• The recovery position</li> <li>• Heart attack and cardiac arrests</li> <li>• How to perform CPR and use a defibrillator</li> </ul> <ul style="list-style-type: none"> <li>• Recognising and challenging prejudice</li> <li>• Gender stereotypes and their impact</li> <li>• Using social media for good</li> <li>• Consent and harassment</li> <li>• How to be an ally</li> </ul>

**SUMMER TERM 2**

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• Citizenship: The Law</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Finance</li> </ul> <p><b>Skills for success</b></p> <ul style="list-style-type: none"> <li>• Preparing to move to KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is involved in the law?</li> <li>• How are laws made?</li> <li>• What powers do the police have?</li> <li>• What happens if someone is suspected of committing a crime?</li> <li>• Do you know what the current sentencing guidelines are?</li> <li>• What is the best way to punish a crime?</li> <li>• What can influence my decisions and how can I make good choices?</li> <li>• Why do my financial decisions matter?</li> <li>• What is ethical consumerism?</li> <li>• How can I manage the change to KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• The job descriptions of people involved in the law.</li> <li>• The difference between civil and criminal law.</li> <li>• The process of how laws are made and changes in law can be influenced</li> <li>• Police powers, including the rules of stop and search</li> <li>• The rights young people have within the criminal justice system.</li> <li>• The different types of punishment that can be given to young offenders</li> <li>• What an economy is and how it influences our decisions</li> <li>• How the different parts of the economy are connected</li> <li>• How personal decisions affect the economy</li> <li>• Interest and inflation</li> <li>• Ethical priorities</li> <li>• Fair trade</li> <li>• Embracing new challenges and coping with change</li> <li>• Sources of support</li> <li>• Evaluating personal strengths and identifying areas to work on</li> <li>• Target setting</li> </ul>