

PDT Curriculum Overview Year 10

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.

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 Key Stage 4 <p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> Promoting positive mental health <p>Careers</p> <ul style="list-style-type: none"> Preparing for interview 	<ul style="list-style-type: none"> How is key stage 4 going to be different from key stage 3 and how can you cope with the change? 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? What goes into a great interview performance? What goes into a great application letter? Can you write a formal letter of application for your dream job? 	<ul style="list-style-type: none"> Managing change Growth mindset and the importance of resilience in maintaining positive mental health Improving learning habits e.g., prioritising, planning, and accessing support Ways to promote positive mental health The causes and how to recognise signs of emotional or mental ill-health, including anxiety, stress, and depression How to access relevant support for emotional and mental health issues How to 'market' yourself in applications and do well in interviews Preparing for Interviews The importance of looking for opportunities (skills, interests, and experiences) to enhance CVs, personal statements and covering letters

AUTUMN 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"> Preparing for interview <p>Skills for success</p> <ul style="list-style-type: none"> Study skills and revision 	<ul style="list-style-type: none"> What information should someone include on their CV? What makes a great personal statement? What are your rights and responsibilities in the workplace? Why is it important to protect your online reputation and how do you do it? How can you improve your study skills and prepare for exams 	<ul style="list-style-type: none"> Online reputation and IT in the workplace. How to manage our 'online presence'. How social media can present both positive and negative messages to employers Rights and responsibilities of employees and employers. The Equality Act 2010 Methods of revision, including retrieval practice and spaced retrieval.

SPRING TERM 1

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Citizenship</p> <ul style="list-style-type: none"> British values and community cohesion 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> How 'British values' support community cohesion Diversity Offensive behaviour and how it can be challenged The risks of radicalisation and extremism The recruitment techniques used by extremist groups Group think. How other people's actions can be affected by others' influence Accessing help and support

SPRING TERM 2

What are we learning?	Lesson Objectives: The Big Question	What will I learn about?
<p>Staying safe</p> <ul style="list-style-type: none"> Risk and influence 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> The short- and long-term risks of drug and alcohol use Ways to keep safe and support friends when socialising Factors that increase risk The effects of substance use on the individual, community, and society How to access help: 999 Strategies for managing peer influence in increasingly independent contexts Accessing help and 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"> Families 	<ul style="list-style-type: none"> 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? Why do people have romantic relationships? Whose responsibility is it to seek consent? 	<ul style="list-style-type: none"> 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 Impact of pornography The law in relation to youth produced sexual imagery Consent and the capacity to consent Accessing help and support

SUMMER 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"> • Contraception • Managing change <p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> • Change, loss, grief, and bereavement • Organ donation <p>Finance</p> <ul style="list-style-type: none"> • Borrowing money • Gambling 	<ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • How can we manage change, and cope with loss, grief and bereavement? • How can organ and tissue donation save and improve lives? <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Contraceptive choices • STIS – signs and symptoms, testing • Unhealthy signs in a relationship e.g., coercion, manipulation, and exploitation. • The emotions involved in relationship breakdown and how to manage them • Accessing help and support <ul style="list-style-type: none"> • The feelings and emotions involved with change, loss, and grief • How to cope 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 <ul style="list-style-type: none"> • Why people borrow money • Mortgages, credit and debt, APR, credit cards, payday loans, safe borrowing • Dealing with debt and the effects on family and friends • The different types of gambling. • The law. • Understanding why we take risks and managing risk • Advertising • Signs of problematic gambling • Accessing help and support