

## LOWER SIXTH PDE PROGRAMME FOR PARENTS AND GUARDIANS

The Lower Sixth PDE curriculum is divided into four units designed to prepare your child for the demands of adult life and the world of work. It is taught by specially trained teachers who are also Sixth Form tutors, and therefore have a good understanding of what young people in Lower Sixth need. Lessons take place once per week, in hour long slots and are compulsory.

Topic Titles	Learning Objectives
<b>UNIT A</b>	
<b>1</b> <b>Safe social lives: refusal skills, knowing what is unsafe; drink spiking, recreational Drugs, alcohol, vaping and smoking</b>	<ul style="list-style-type: none"> <li>• Be able to explain what young people can do to stay safe on a night out.</li> <li>• Be able to recall and discuss knowledge of what dangerous substances young people are likely to encounter in social situations: make sure you cover alcohol, cigarettes, vaping, cannabis, legal highs, nitrous oxide, cocaine and ecstasy.</li> <li>• Be aware of the risks and dangers of the above.</li> <li>• Know what avoidance and refusal strategies can be used.</li> <li>• Know what to do to help keep friends safe.</li> <li>• Know about the “Ask for Angela” campaign and other strategies for getting help on a night out that goes wrong.</li> <li>• Understand the dangers of drinks spiking, the law around drinks spiking and long term impact of it.</li> </ul>
<b>2</b> <b>Drugs - dealing, criminal use and the law</b>	<ul style="list-style-type: none"> <li>• Understand the main classes of drugs in the UK.</li> <li>• Understand the law around possession and dealing.</li> <li>• Understand what criminal networks are supported by the use of recreational drugs.</li> <li>• Know what to do if a friend is dealing drugs.</li> <li>• Understand how to get help from trusted adults and organisations if you or another are involved in criminal drug use or dealing.</li> </ul>
<b>3</b> <b>Drug and alcohol addiction - understanding, getting help, reporting</b>	<ul style="list-style-type: none"> <li>• Understand what addiction is, what is likely to cause it and the impact on addicts’ lives and the lives of others.</li> <li>• Be able to interrogate and challenge the stereotyping of addicts in UK society.</li> <li>• Be able to identify addictive behaviour in self and other, with a focus on alcohol and cannabis.</li> <li>• Know how to seek help for self or others.</li> </ul>
<b>4</b> <b>Mental Health: bereavement and loss, inc. breakups</b>	<ul style="list-style-type: none"> <li>• Be able to recall learning about bereavement and loss, including the impact of breakups on mental health.</li> <li>• Know the stages of grief.</li> <li>• Understand how people from different cultures around the world understand and process grief and death.</li> <li>• Know how to cope in times of loss and how to support others at this time too.</li> <li>• Know what organisations exist to support people suffering grief and loss.</li> </ul>

<b>5</b> <b>Mental Health: understanding depression and anxiety + strategies for coping</b>	<ul style="list-style-type: none"> <li>• Understand specific characteristics of key mental health problems, in particular depression and anxiety.</li> <li>• Understand strands of mental health treatment for these and other problems (self care, therapies and medical routes).</li> <li>• Know when it is important to see help rather than to continue to use self-care strategies only.</li> <li>• Know how to support friends and family who are suffering poor mental health.</li> <li>• Understand what 'enabling'.</li> <li>• Understand that there is a limit to how much you can help another person through their mental health problems; know what personal boundaries to keep in place.</li> </ul>
<b>6</b> <b>Mental health: anger management and stress management</b>	<ul style="list-style-type: none"> <li>• Understand that extreme or uncontrollable anger and or stress take many forms, both subtle and overt.</li> <li>• Be able to identify how anger and stress take form for you.</li> <li>• Understand what triggers your anger and stress reactions.</li> <li>• Know that anger in particular is a surface reaction to a deeper emotion. Be able to consider different 'angry' reactions and the deeper emotions caused by them.</li> <li>• Know strategies to use long term and in the moment when anger or stress take over.</li> <li>• Understand the importance of genuine apology in repairing ruptures caused by anger.</li> </ul>
<b>7</b> <b>Digital mental health including online gambling</b>	<ul style="list-style-type: none"> <li>• Be able to identify unhealthy patterns in your digital life.</li> <li>• Understand the dangers and risks to mental health of unbalanced, unboundaried or excessive digital activity.</li> <li>• Be able to draw up a set of rules for yourself regarding your device use.</li> <li>• Know the dangers of online gambling and how online gaming is designed to create future gamblers.</li> <li>• Know how to seek help for online habits and poor mental health.</li> </ul>
<b>UNIT B</b>	
<b>1</b> <b>Gender and Identity</b>	<ul style="list-style-type: none"> <li>• Be able to recap learning from last year about gender identity.</li> <li>• Understand that gender is a social construct.</li> <li>• Know where and how to get help and support if you are trans.</li> <li>• Understand how to be an ally to the LGBTQ+ community.</li> </ul>
<b>2 Feminism</b>	<ul style="list-style-type: none"> <li>• Understand the origins of feminism – the four waves.</li> <li>• Be able to articulate the challenges women still face in the UK today <i>and internationally</i>.</li> <li>• Be able to identify examples of subtle sexism (microaggressions) and overt sexism.</li> <li>• Understand the Equality Act of 2010 and that gender is a protected characteristic.</li> <li>• Know what forms illegal discrimination takes and how to challenge them.</li> </ul>
<b>3 Honour based violence</b>	<ul style="list-style-type: none"> <li>• Understand what honour-based violence is and the law against it.</li> <li>• Know that signs that someone is likely to be subject to Honour Based Violence</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to report suspected honour based violence or get help if you are subject to honour based violence.</li> </ul>
<b>4 Positive and negative gender norms and family</b>	<ul style="list-style-type: none"> <li>• Recap understanding of gender as a social construct.</li> <li>• Be able to explore the benefits and drawbacks of having a fixed notion of the gender roles associated with being male and female.</li> <li>• Understand how gender roles impact on concepts of 'the family' and be able deconstruct family norms.</li> <li>• Consider what type of family you might want some day and how to avoid toxic gender norms within it. Eg: differing expectations of male and female behaviour in children and in parents.</li> </ul>
<b>5 Critical thinking and fake news</b>	<ul style="list-style-type: none"> <li>• Know what fake news is and the dangers of fake news.</li> <li>• Be able to identify real news from fake news and consider the reliability of news sources.</li> <li>• Be able to consider the way each person's media bubble limits the news content they encounter and impacts their ability to think critically about it.</li> <li>• Know what methods to use to break out of your media bubble.</li> </ul>
<b>6 Free speech versus hate speech</b>	<ul style="list-style-type: none"> <li>• Understand that difference between free speech and hate speech.</li> <li>• Know the law around hate speech and why it is important to protect people from hate speech.</li> <li>• Be able to discuss the ethics of no-platforming and cancel culture and the tension between these and the value of free speech.</li> </ul>
<b>7 Examining bias: conscious and unconscious</b>	<ul style="list-style-type: none"> <li>• Be able to explain what conscious bias and unconscious bias are.</li> <li>• Be able to define privilege, prejudice and microaggressions.</li> <li>• Understand what your own potential biases may be (we all have them; what's important is to be conscious of them and to work to challenge them).</li> <li>• Understand what it feels like to be subject to someone else's prejudice and bias.</li> <li>• Know <i>specific</i> strategies for being an ally.</li> </ul>
<b>UNIT C</b>	
<b>1 Sexual Health: Contraceptive options and STIs</b>	<ul style="list-style-type: none"> <li>• Be able to recap and recall sexual health knowledge from KS4 (contraception and STIs)</li> <li>• Be able to refine knowledge to answer specific remaining questions.</li> <li>• Know how to access free contraception. Know how to buy contraception.</li> <li>• Know how to access emergency contraception for free, and how to buy it.</li> <li>• Be able to discuss the most common STIs, and HiV/AIDS.</li> <li>• Understand likelihood of absent symptoms, ease of transmission, and the etiquette around notifying sexual partners.</li> <li>• Know how to access STI tests, including ones that can be done at home.</li> <li>• Know what to expect from a sexual health check at a GUM clinic.</li> </ul>

<b>2</b> <b>Recap: Pregnancy loss and pregnancy options, birth experience and parenthood.</b>	<ul style="list-style-type: none"> <li>• Understand how to detect pregnancy, and what options are available to pregnant people in the UK.</li> <li>• Know what miscarriage and pregnancy loss are, how they are experienced, and the long-term impact of this on both partners.</li> <li>• Understand how a baby gestates, how pregnancy is experienced and how to support a pregnant partner.</li> <li>• Know what forms birth takes place and what a birthing person needs from a partner.</li> <li>• Be able to define positive parenthood.</li> </ul>
<b>3</b> <b>Physical health including intimate health and cancer checks</b>	<ul style="list-style-type: none"> <li>• Understand the importance of healthy lifestyle and the impact of poor lifestyle choices, including diet, exercise, sun safety and work/life balance.</li> <li>• Know how to identify common genital and urinary problems that are not STIs.</li> <li>• Know how to conduct cancer checks on testicles and breasts and skin.</li> </ul>
<b>4</b> <b>Dating/sex apps, commitment (including polyamory, open relationships, being single, and being attached), breakups</b>	<ul style="list-style-type: none"> <li>• Be able to evaluate the use of apps in dating and sex lives, considering the benefits and drawbacks them this.</li> <li>• Understand the dangers of app use and how to stay safe on dating and sex apps.</li> <li>• Be able to articulate what a healthy, committed relationship is, including more complex/less traditional forms.</li> <li>• Be able to explore the benefits and drawbacks of different forms of relationships.</li> <li>• Understand the law regarding marriage and civil partnership.</li> <li>• Understand why breakups happen and consider the impact on the people involved.</li> </ul>
<b>5</b> <b>Sexual harassment, assault and rape (including the law)</b>	<ul style="list-style-type: none"> <li>• Understand what Everyone's Invited is and what it's impact on the UK debate about sexual harassment was.</li> <li>• Know what sexual harassment, assault and rape are.</li> <li>• Be able to identify victim-blaming.</li> <li>• Know what the law and prosecution processes are.</li> <li>• Understand how to report sexual discrimination or harassment at school and in the workplace.</li> <li>• Understand that sexual crime often starts with the language people use about women and that discriminatory language is also harassment.</li> <li>• Understand how to report a crime to the police.</li> <li>• Know what to do if a friend tells you they have been sexual harassed, assaulted or raped.</li> <li>• Know how to get help if you are a victim.</li> </ul>
<b>6</b> <b>Pornography</b>	<ul style="list-style-type: none"> <li>• Be able to recall learning done in past years about pornography and the risks it poses to relationships and mental health.</li> <li>• Understand the development of the teenage brain and neuroplasticity and its relationship with watching internet porn.</li> <li>• Be able to explain why addictive pornography can cause sexual dysfunction in some cases.</li> <li>• Understand the way porn presents a fake and inaccurate understanding of sex.</li> <li>• Discuss who is being marginalised or adversely impact in online porn.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the social impact of the porn industry and its relationship with crime, people trafficking and exploitation.</li> <li>• Discuss whether it is possible to access safe, 'fair trade' pornography and erotica.</li> <li>• Know how to get help for a porn addiction, or for mental health, physical or relationship problems related to watching porn.</li> </ul>
<b>7</b> <b>Questions and answers about sexuality, sex, relationships and sexual health.</b>	<ul style="list-style-type: none"> <li>• Open session for questions and answers.</li> </ul>
<b>UNIT D</b>	
<b>1</b> <b>Plagiarism and intellectual property</b>	<ul style="list-style-type: none"> <li>• Understand what intellectual property is.</li> <li>• Know how other people's ideas are helpful to your own research.</li> <li>• Know what plagiarism is and the consequence (educational, professional and legal) are.</li> <li>• Understand how to cite research and how to distinguish between your own thesis and other people's ideas that helped you get to it.</li> </ul>
<b>2</b> <b>Finance, earning and values.</b>	<ul style="list-style-type: none"> <li>• Understand the importance of healthy finances.</li> <li>• Understand what the financial pressures of adult life are (look at examples of income and expenditure of people at different stages of their lives).</li> <li>• Explore the earning capacity of different qualification levels in different industries.</li> <li>• Know the importance of starting to pay into a pension early in life.</li> <li>• Understand how student finance works.</li> </ul>
<b>3</b> <b>Career research</b>	<ul style="list-style-type: none"> <li>• Be able to narrow down three potential careers in different industries/sectors/disciplines and charge a course from Sixth Form through to expert/management level.</li> <li>• Know where to look for career advice and information (National Careers Advisory Service)</li> <li>• Know how to use Unifrog to track own competencies (discuss with Andrew Walker or Andrew Claydon to find out if this is still being used).</li> </ul>
<b>4</b> <b>Personal presentation: interview skills, customer service skills, phone skills.</b>	<ul style="list-style-type: none"> <li>• Understand what professional decorum, etiquette and personal presentation are.</li> <li>• Be able to take part in an interview as interviewee.</li> <li>• Be able to offer good customer service in a range of scenarios.</li> <li>• Be able to conduct a professional phone call.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• As above (use two lessons)</li> </ul>

<b>Personal presentation: interview skills, customer service skills, phone skills.</b>	
<b>6 Written skills for professional communication (email, formal letter, CV, application form)</b>	<ul style="list-style-type: none"> <li>• Be able to write a professional, polite email, observing email etiquette throughout email thread.</li> <li>• Be able write a professional CV.</li> <li>• Be able to write a formal letter.</li> <li>• Be able to navigate and complete a professional application form.</li> </ul>
<b>7 Written skills for professional communication (email, formal letter, CV, application form)</b>	<ul style="list-style-type: none"> <li>• As above (use two lessons)</li> </ul>