

## LANGLEY SENIOR SCHOOL PDE PROGRAMME OF STUDY FOR YEAR 11 PARENTS AND GUARDIANS

Your child will be taught PDE by a teacher who has been specially trained to deliver it. PDE is taught once per week in lessons of one hour. Themes we cover in PDE will also be enriched at the same time by the pastoral team in their assemblies and tutor time. We aim to provide a broad and rich curriculum, supporting your child's personal development in areas such as **self-concept and identity, physical and mental health, study skills and careers and relationships and sex education**. If you scan down the left-hand column in the table below, you can see what your child will be taught each term this year. We hope this information will help you to support them at home.

**A note about RSE (Relationships and Sex Education) in Year 11:** RSE is a statutory requirement by the government and underpins our PDE curriculum at Langley Senior. Relationships education is broad and covers one's relationship with oneself and others, including intimate relationships. The Sex Education element covers the same content as that which appears in the statutory Science Curriculum for Key Stage 4, aiming to reinforce it, and give children the emotional skills they will need when experiencing puberty and developing sexuality. No later than three terms before their child's 16<sup>th</sup> birthday, parents and guardians may withdraw their children from the Sex Education elements of the RSE curriculum at Langley School, provided that the elements they are withdrawn from are *not* the content covered in the statutory Science curriculum. For example, students cannot be withdrawn from a lesson about sexual reproduction or puberty but can be withdrawn from portions of lessons that might refer to sexual pleasure, practices and sex lives. If and when discussion or questions about sexual pleasure, practices or sex lives arise, the RSE trained teacher would address them in an age-appropriate way. We would like parents and guardians to be aware that that this is likely to be safer than children trying to find answers to questions online, or via their peers, and that the details we deliver are determined by what we know Langley Year 11s encounter in their social and school lives. If you scan down the table, you will see **green text** detailing the lessons where Sex Education is taught, and **where withdrawal may be possible if your child is a young Year 11 and still has more than three terms between now and their 16<sup>th</sup> birthday**. We are always happy to discuss our curriculum with parents and guardians, so please do be in touch should you require more information.

**If you have withdrawn your child from elements of RSE, please note that the school has a statutory responsibility to deliver this education no later than three terms before the child's 16<sup>th</sup> birthday (for most this means some time in Year 10, unless you have a child who is young in the year group).**

Topic Titles	Learning Objectives
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MICHAELMAS TERM	
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<b>Learning to Learn: Recap and ACTIVE REVISION</b>	<ul style="list-style-type: none"> <li>Recap the importance of consolidating class learning into study notes using mindmaps and cornell notes.</li> <li>Know the importance of self-testing and the use of flash cards; recap methods for creating flash cards.</li> <li>ACTIVE REVISION, PUTTING THIS IN PRACTISE WITH WORK ALREADY LEARNED THIS YEAR/LAST YEAR.</li> </ul>
<b>Learning to Learn: Study Skills Recap and getting set up for the year.</b>	<ul style="list-style-type: none"> <li>Consider barriers to revision and revision throughout the year.</li> <li>Assess the timeline of learning they will do this year.</li> <li>Recap what makes a good study timetable and begin to make one.</li> <li>Recap and consolidate the importance of spaced repetition.</li> <li>ALL YEAR 11S SHOULD HAVE CREATED THEIR STUDY TIMETABLES BY THIS POINT.</li> </ul>
<b>Skills for Success 1 ATOMIC HABITS</b>	<ul style="list-style-type: none"> <li>Know how to build 'atomic' habits</li> <li>Be able to put in place organisational systems for school work (revisit strategies set/tried in Year 10 and set new goals for Year 11).</li> <li>Understand the importance of achieving a balance between school work, extra-curricular activities and leisure time.</li> <li>Be able to explain the detrimental effects of poor sleep habits, the importance of a bedtime routine and of a device free sleeping area.</li> </ul>
<b>Skills for Success 2 CAREERS FOR THE FUTURE</b>	<ul style="list-style-type: none"> <li>To understand what the careers of the future could be.</li> <li>To understand how to develop skills and attitudes required for employability in the future.</li> <li>To be able to log on to UNIFROG, do the careers quiz and explore the careers options on the website.</li> </ul>
<b>Skills for Success 3 POST-16 OPTIONS</b>	<ul style="list-style-type: none"> <li>Understand how to make informed decisions</li> <li>Identify the decision they need to make about their post-16 choices</li> <li>Plan how they will make an informed decision about their post-16 choices</li> <li>Be able to use the intentions tool on UNIFROG</li> </ul>
<b>Skills for Success 4 APPRENTICESHIPS and UNIVERSITY</b>	<ul style="list-style-type: none"> <li>State pros and cons of apprenticeships</li> <li>State pros and cons of higher education</li> <li>Explain how factors such as someone's financial situation could impact their career pathway choices</li> </ul>
<b>• HALF TERM</b>	
<b>Skills for Success 5</b>	<ul style="list-style-type: none"> <li>Explain why it's important to record experiences, learning and achievements</li> <li>Use the UNIFROG Skills Builder tool to record their skills using the CAR method.</li> </ul>

<b>EMPLOYABILITY SKILLS</b>	<ul style="list-style-type: none"> <li>• Recognise the value of challenging themselves and trying new things</li> <li>• Describe some strategies to manage their online presence and its impact on career opportunities</li> </ul>
<b>Skills for Success 6 CV WRITING</b>	<ul style="list-style-type: none"> <li>• Be able to write a CV using the CV builder tool in UNIFROG.</li> </ul>
<b>Skills for Success 7 JOB APPLICATION AND INTERVIEW WORKSHOP</b>	<ul style="list-style-type: none"> <li>•</li> <li>• Understand how to prepare for an interview.</li> <li>• Understand etiquette for a job interview.</li> <li>• Be able to ask and answer common interview questions</li> </ul>
<b>Careers Education: Employment Rights</b>	<ul style="list-style-type: none"> <li>• Understanding employment law: what are workers entitled to in the UK? What rights and responsibilities to workers and employers have, including health and safety?</li> <li>• Understand rules about confidentiality in the workplace and when it needs to be broken.</li> <li>• Understand how parental leave and pay work.</li> <li>• Understand what employers should to establish a safe and fair workplace.</li> </ul>
<b>Barclays Life Skills Lesson:  Financial Survival Skills Lesson</b>	<ul style="list-style-type: none"> <li>• Discuss current accounts and the use of credit cards</li> <li>• Identify what is a credit score and top tips for looking after it</li> <li>• Understand the difference between some of the most common types of fraud, scams and identity theft</li> </ul>
<b>Barclays Life Skills Lesson:  Financial Survival Skills Lesson</b>	<ul style="list-style-type: none"> <li>• As above (this is a two-lesson unit)</li> </ul>

LENT TERM	
<b>Mental Health and Emotional Wellbeing:</b>	<ul style="list-style-type: none"> <li>• Understand what a range of common mental health conditions are: depression, anxiety, OCD, self-harming, addiction and eating disorders.</li> <li>• Know how to get help from adults and medical professionals.</li> <li>• Helping friends with mental health problems: understand what the difference between <i>supporting</i> and <i>enabling</i> is, know the importance of <i>boundaries</i> when supporting a friend with mental health, understand how important <i>self-care</i> is when helping someone with their mental health and understand the need to <i>report and refer</i> to adults who can offer better help and care than you can. (Please do not skip this out)</li> </ul>
<b>A Big Night Out: Risk Management and Personal Safety</b>	<ul style="list-style-type: none"> <li>• Know how to stay safe on a night out (being streetwise, spotting risks, spiked drinks, dealing with a friend who is vulnerable, communication with parents and where to find support).</li> <li>• Discuss and anticipate situations when peer pressure or life pressure is likely to encourage substance misuse and understand strategies to cope.</li> <li>• FIRST AID: Know how to put someone in the recovery position and call emergency services.</li> <li>• Understand knife crime as a national problem and understand the importance of avoiding conflict.</li> </ul>
<b>Substance abuse</b>	<ul style="list-style-type: none"> <li>• Influences on health (do a personal health review).</li> <li>• Understand the dangers of smoking, vaping and drugs, including steroids and prescription drugs</li> <li>• Understand how to identify when a family member or friend has an addiction to a substance.</li> <li>• Understand how to get help for substance misuse and support someone who is an addict.</li> <li>• Know the school's responsibility in situations of illegal drug use at school/college.</li> <li>• Understand the law around taking and dealing drugs (including a recap of County Lines)</li> </ul>
<b>Consent</b>	<ul style="list-style-type: none"> <li>• Revisit what consent is, how to give and get consent.</li> <li>• Be able to identify what constitutes sexual harassment, sexual assault and rape.</li> <li>• Understand that rules and laws for consent also apply to technology (revisit sexting and upskirting).</li> <li>• Know where to access help and support and what procedures are followed by police if an offence is reported (know what to do and what not to do if an offense is committed).</li> <li>• Understand what victim-blaming is and what forms it takes, as well as how to combat it.</li> <li>• <i>We believe this lesson delivers what children of Year 11 age need to know. All best practice guidance encourages schools to deliver this learning from Year 8 upwards, and much of this learning is part of the statutory curriculum. Most Year 11s cannot be withdrawn from the sex education elements of this lesson, unless they are a year younger than their peers, because the law requires us to deliver their sex education no later than three terms before a child's 16<sup>th</sup> birthday.</i></li> </ul>
<b>Healthy Sexuality</b>	<ul style="list-style-type: none"> <li>• Understand the conditions required for healthy, fun, happy expression of one's sexuality (recap from Year 10).</li> </ul>

	<ul style="list-style-type: none"> <li>Recap the dangers and pitfalls of online pornography and understand how to get help for overuse or addiction to pornography.</li> <li>Revisit and be able to articulate what constitutes a healthy romantic/sexual relationship.</li> <li>Be able to identify the early indicators of a controlling, coercive or abusive relationship.</li> <li>Be able to articulate what kind of intimate partner you want to be.</li> <li><i>We believe this lesson delivers what children of Year 11 age need to know. All best practice guidance encourages schools to deliver this learning from Year 9 upwards, and much of this learning is part of the statutory Relationships curriculum. Most Year 11s cannot be withdrawn from the sex education elements of this lesson, unless they are a year younger than their peers, because the law requires us to deliver their sex education no later than three terms before a child's 16<sup>th</sup> birthday.</i></li> </ul>
<b>HALF TERM</b>	
<b>Contraception and STIs</b>	<ul style="list-style-type: none"> <li>Be able to recall and consolidate learning done in Year 9 and 10 about contraception and STIs, including use of and sourcing contraception. Recap condom use.</li> <li>Understand the law and procedure around sourcing emergency contraception.</li> <li>Be able to articulate what one's choice of long-term contraception would be.</li> <li>Understand how to obtain an STI check-up/test and what it would involve.</li> <li>Practise and build communication skills necessary for use of contraception and for informing partners that they need to be tested for STIs.</li> <li><i>Pupils cannot be withdrawn from this lesson as it teaches the statutory Science curriculum.</i></li> </ul>
<b>Pregnancy Options: Abortion and Adoption</b>	<ul style="list-style-type: none"> <li>Understand early signs of pregnancy and where help and support can be accessed.</li> <li>Identify different choices that are available including: abortion (different types of abortions) and adoption (how it works).</li> <li>Understand the debate about abortion.</li> <li>Understand when an abortion may be recommended due to medical reasons and physical risk to the mother.</li> <li>Know where help and support can be accessed in case of pregnancy.</li> <li>Understand why people might choose to adopt and foster.</li> <li>Explain what a miscarriage is, how common they are, why they happen.</li> <li>Be able to identify early signs of miscarriage and where to access help and support (importantly, signs of ectopic pregnancy will be discussed here).</li> <li>Understand legal rights of the mother in making choices</li> <li><i>Pupils cannot be withdrawn from this lesson as it teaches the statutory Science curriculum.</i></li> </ul>

<b>Pregnancy Options- Parenting:</b>	<ul style="list-style-type: none"> <li>• Identifying and understanding what makes a nurturing parent.</li> <li>• Understand different approaches to parenting (Roles of mothers and fathers and LGBTQ parenting).</li> <li>• Be able to explain why being a new parent is challenging and know what support systems young parents need.</li> <li>• Understand different birthing experiences and how to be a supportive birth partner.</li> <li>• Understand the limitations becoming a parent early in life can bring.</li> <li>• Know what Postnatal Depression is and how it can impact individuals and families and know where to seek help and support.</li> </ul>
<b>Prejudice: Unconscious Bias, Conscious Bias and hate crimes</b>	<ul style="list-style-type: none"> <li>• Understand what unconscious bias is and what common stereotypes influence unconscious bias.</li> <li>• Understand where bias comes from.</li> <li>• Understand who is affected by unconscious bias</li> <li>• Understand how unconscious bias people's life chances.</li> <li>• Understand what intersectionality is.</li> <li>• Understand what open racism/sexism/homophobia/transphobia looks like and what constitutes a hate crime (recap Equality Act and protected characteristics)</li> <li>• Understand how to stand up for yourself if you feel targeted by prejudice; understand how to be an ally</li> </ul>
<b>Radicalisation (PREVENT) and Cybercrime</b>	<ul style="list-style-type: none"> <li>• How to identify if someone is becoming radicalised</li> <li>• How radical groups target vulnerable or susceptible people</li> <li>• How to report incidents of radicalisation</li> <li>• Be able to identify situations of grooming (criminal or sexual) or deception online (fraud).</li> <li>• Be able to report cybercrime.</li> </ul>
<b>Abusive Relationships with a focus on Honour Based Violence and FGM</b>	<ul style="list-style-type: none"> <li>• Recall the indicators of a controlling relationship and abuse.</li> <li>• Know ways of addressing and reporting.</li> <li>• Understand what honour based violence and FGM are and that they are illegal.</li> <li>• Know how to support victims of HBV and FGM.</li> <li>• Know how to report HBV and FGM.</li> </ul>

## TRINITY TERM

All but the final PDE lesson in Trinity Term are revision lessons in which pupils do active revision and teachers coach pupils on methods to maximise their academic potential.

### **Coping with Transitions, Endings and Farewells**

- Be able to discuss the emotional impact of life changes, such as leaving school, being on study leave, prom, and moving on to FE/work.
- Be able to say goodbye and show appreciation for the relationships that have shaped your school life.
- Be able to set targets for the summer to prepare for your next step.

## HALF TERM

Year 11s will be on study leave after half term.