

YEAR 9 PDE PROGRAMME OF STUDY**MICHAELMAS TERM**

	Topic Titles	Learning Objectives The majority of our curriculum is a statutory requirement, so it is important to try to cover all of the assessment objectives in each lesson, which is possible with careful planning. Please teach the lessons in the order indicated here, so that the whole year group is covering the same theme at the same time, give or take a week.	Prep NEW FOR 2025-6: Prep for Year 9 will take the form of weekly current affairs research. Every two weeks, they will be required to listen to/read/watch the news and write a short summary of TWO news stories. The first 10 minutes of class should be spent discussing this. Choose one different child to report back each week. Please make sure this is random, not done on a rota, as we want all of them to do the homework every week. See the Assessment Folder for more detail. This	Assessment Assessment takes the form of: -class work (book work and oral contributions) - verbal feedback on the oracy skills displayed by pupils when they report on or discuss their current affairs research - pupils' own half-termly reflections conducted in class using the 'How's class going?' sheet, or on your own self-made Microsoft form.	Pastoral Team Input/Uptake The content covered in PDE will be supported and enriched by tutor activities, assemblies and whole-school initiatives. Feel free to email the HoY if you feel would like a topic or issue reinforced.
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1	Learning to Learn: 1	<ul style="list-style-type: none"> • Consider barriers to revision and revision throughout the year. • Assess the timeline of learning they will do this year. • Recap what makes a good study timetable and begin to make one. 	MUST DO: Create a life balance timetable that includes study time, prep time, commitments and wellbeing.		
2	Learning to Learn: 2	<ul style="list-style-type: none"> • Recap and consolidate the importance of spaced repetition. • Know how to create a topic timeline. 		Check their life-balance time tables.	
3	Learning to Learn: 3	<ul style="list-style-type: none"> • Understand the importance of consolidating class learning into study notes using mindmaps and cornell notes. • Know the importance of self-testing and the use of flash cards; recap methods for creating flash cards. 	MUST DO: Create a mindmap and a cornell note for learning done in two subjects. Create a set of flash cards based on learning		

			done in one subject over the past 3 weeks.		
4	Learning to Learn: 4	<ul style="list-style-type: none"> • Understand what qualifications are. • Know what different qualification routes are available to people in the UK. • Understand what school age children can do to make themselves viable candidates for further study and work after GCSEs. • Understand the requirement for a 4 or higher in English and Maths and the consequences of not achieving these grades. • Begin to build a personal skills and qualities profile on Unifrog. 		Check their mindmaps and cornell notes.	
5	Learning to Learn: 5 (Use career pilot website: Jobs by subject section) https://careerpilot.org.uk/job-sectors/subjects	NB: POST-IT STARTER: What makes you an effective learner? (Please give out post-its at the start of the lesson and ask pupils to write ONE idea/ sentence/ word on it. Please then give the 5 best ones to BG). <ul style="list-style-type: none"> • To understand what to consider when choosing GCSEs. • Begin to understand what jobs and careers your favourite subjects lead to. • Students are aware of how to use the National Careers Service website to do ongoing research. (Students to explore the 'get the jump' area of the NCS website.) • Be able to articulate what steps you need to take next to research and consider GCSE subject choices. 	MUST DO: Finish Unifrog profile building.		
6	Self-Discipline for Life Balance and Success	<ul style="list-style-type: none"> • Know the importance of good organisation for academic success and controlling stress levels. • Be able to put in place organisational systems for school work. 	Write up an ideal bedtime routine for yourself and try to implement it. Record the challenges and	Check their Unifrog profiles are completed.	

		<ul style="list-style-type: none"> Understand the importance of achieving a balance between school work, extra-curricular activities and leisure time. Be able to explain the detrimental effects of poor sleep habits, the importance of a bedtime routine and of a device free sleeping area. 	<p>benefits and report back next week.</p> <p>MUST DO: Current Affairs Research Worksheet over half term, due first lesson after half term.</p>	<p>CURRENT AFFAIRS RESEARCH WEEKLY PREP STARTS NOW. SEE ASSESSMENT FOLDER FOR DETAILS.</p> <p>Give out Current affairs fortnightly prep worksheets and explain task to them.</p> <p>End of term feedback/reflection in class:</p> <p>Create your own feedback form on Microsoft forms, or use the 'How's class going' form in the assessment folder.</p>	
HALF TERM					
7	Mental Health 1:	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> Understand that resilience and high self-esteem are the basis for healthy relationships. Be able to self-assess one's own resilience and self-esteem and build these qualities in oneself. Consider strategies for managing difficult feelings such as the mood meter. Recap the RULER technique introduced in Year 7 and Year 8. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks.</p>	<p>Give brief verbal feedback based on oracy skills.</p>	

8	Mental Health 2: Coping with death, loss and bereavement.	<ul style="list-style-type: none"> Understand loss and bereavement and their effect on people involved. Know the stages of grief. Know how to seek help and support. 	Optional: Create your own mental health calendar for a 31 day month with a mental health tip/activity for each day.	Please review books and give some feedback using any and all tricks for good AfL and workload reduction.	
9	Mental Health 3: Mindfulness practice lesson	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> Do an extended meditation lesson. Be able to articulate the impact of the meditation, noticing how you feel before and after. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks.</p> <p>Optional: Lead a mindfulness meditation in form time or at home with your family.</p>	Give brief verbal feedback based on oracy skills.	
10	Mental Health 4: Body Image	<ul style="list-style-type: none"> Understand social pressures to conform to particular body size and type, and the media's role in this. Understand the importance of healthy body image and the negative impact of poor body image. Identify ways of challenging social expectations and of developing positive self-image. Understand how to support a friend who is exhibiting signs of an eating disorder or self-harm. Teachers please follow guidance on teaching self-harm and eating disorders – these topics carry warnings for becoming 'how to' guides for young people. 	Optional: Design a T-shirt with a catch phrase promoting healthy body image.		
11	Child on Child Abuse	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> Understand what child-on-child abuse is and be able to name the forms it takes. 	MUST DO: Current Affairs Research Worksheet due after the holiday.	Give brief verbal feedback based on oracy skills.	Visit Year 8s in tutor time and give them some bystander education.

		<ul style="list-style-type: none"> Know how to resist and challenge child-on-child abuse, both as a victim and a bystander. Recap bystander education from last year. 	Optional: Visit Year 8s in tutor time and give them some bystander education.		
12	Risk awareness	<p>POST-IT STARTER: HOW DO YOU SET CLEAR BOUNDARIES WITH SOMEONE WHO KEEPS CROSSING THE LINE?</p> <p>(Give out post-its, and ask pupils to write a one sentence response really clearly. They don't have to put their name on it. Please give the top 5 to BG.)</p> <p>What do we mean by risk?</p> <ul style="list-style-type: none"> Understand how the teenage brain is less adept at managing risk than the brains of children and adults. How do we manage risky situations? Being safe out and about – in town, at a friend's house, at a party. Know how peers pose risks to each other when they pressure each other into risky behaviour. Be able to identify and practise refusal. 	Optional: Find a clip/still from a TV programme that contains a risky situation and upload it to your Teams channel (make sure it is within the viewership age restriction for Year 8s). Annotate/talk about what the risk is and what can be done to prevent harm.	<p>End of term feedback/reflection in class:</p> <p>Create your own feedback form on Microsoft forms, or use the 'How's class going' form in the assessment folder.</p> <p>.</p>	
LENT TERM					
13	Substance Misuse 1: Vaping and Smoking	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> Know what impact vaping is having on young people's health in the UK. Understand that vaping is dangerous. Know the laws on the purchase of vapes and cigarettes. Understand the impact of cigarettes and passive smoking. Recap refusal strategies from last lesson. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks.</p> <p>Optional: Create a case study for next year's class that demonstrate the issues around vaping.</p>	Give brief verbal feedback based on oracy skills..	
14	Substance Misuse 2: Alcohol and Drugs.	<ul style="list-style-type: none"> Know what alcohol does to the body and mind. Know the laws around drinking. 	Optional: Visit the Childline website and		

	Got Up to here when resourcing	<ul style="list-style-type: none"> • Understand different types of drug and the laws that apply to those drugs (classification). • Understand how drugs, alcohol, prescription drugs and steroids can impact decision making and place you at greater risk in your relationships or interactions with others. • Identify risks of addiction and physical and mental impacts on individuals and families. • Identify ways to minimise risk and equip yourself with refusal skills. 	look around. In particular check out the drugs and alcohol section: https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/		
15	Abuse: Sexual harassment, abusive behaviour and domestic abuse.	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> • Understand what forms sexual harassment takes, how to spot it in school and wider society, and the effect it has on victims and what the consequences are for perpetrators. • Understand what fight, flight <u>and</u> fawning are, as reactions to harassment and abuse. (Please don't miss this out) • Be able to recap what abuse within relationships and what domestic abuse are, and how to identify the signs of these. • Know how to support victims and how to seek help. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks.</p> <p>Optional: Write an "I think... I feel... I wonder..." reflection based on what you've learned today.</p>	Give brief verbal feedback based on oracy skills.	
16	Sex and the Law: Sexting and child-sexual exploitation.	<ul style="list-style-type: none"> • Understand the laws that apply to sexting (including sending, receiving and sharing sexual images, including images of minors). • Explain what the term 'grooming' means and identify what would be deemed an inappropriate relationship and an abuse of power. • Be able to identify where safeguarding concerns regarding grooming can be reported. 	Optional: Check out the Child Exploitation and Online Protection website for reporting when someone inappropriate contacts you online. It gives clear guidance on how to report them:		

			https://www.ceop.police.uk/Safety-Centre/		
17	Relationships: 1 Commitment, marriage, civil partnership, divorce and breakups.	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> • Explore and identify different forms of commitment and the impact on emotional wellbeing. • Understand the impact of relationships breaking down and learn some resolution strategies as well as ways of asserting healthy boundaries. • Be able to identify what a respectful relationship can look like after a break-up has happened and the importance of respect and civility. • Identify the possible impacts and outcomes of divorce and separation and know what support is available and where to access it. • Know the legal rights that come with marriage and other legally recognised relationships. 	<p>MUST DO: Current Affairs Research Worksheet due after half term.</p> <p>Optional: Write a set of instructions on how to break up with someone with kindness and civility.</p>	<p>Give brief verbal feedback based on oracy skills.</p> <p>Please review books and give some feedback using any and all tricks for good AfL and workload reduction.</p>	
18	Relationships: 2 Romantic relationships	<ul style="list-style-type: none"> • Be able to explore own qualities as a romantic partner and identify needs for development. • Be able to identify the age of consent and the reason for a legal age requirement. • Be able to explain the importance of emotional and physical maturity when engaging in sexual activities. • Be able to identify reason people might wish to delay sex and explore other ways in which people can be intimate and feel fulfilled, including personal choice, and cultural/religious reasons. • Understand the role peer pressure plays in shaping our attitudes to sexual activity and how to set healthy boundaries for yourself, as well as communicate your boundaries. 	<p>Optional: Add any questions you have about sex to a padlet set up by your teacher. These will appear as anonymous questions and your teacher will be able to prepare an answer for you before your next lesson.</p>		

		<ul style="list-style-type: none"> Understand that sexuality is a spectrum and that love is love no matter what your sexual orientation is. Understand the issue for LGBT young people face in coming out to their parents, friends and community, and know how to get support and how to be an ally. 			
HALF TERM					
19	Sexual Health: 1 Contraception and condom use <i>Other forms of contraception are taught in Year 10.</i>	Start lesson with current affairs prep discussion. <ul style="list-style-type: none"> Understand that there are different forms of contraception and protection available. Understand the importance of personal responsibility when it comes to contraception, but also the importance of healthy communication and mutual consent Understand that just because you know how to protect yourself during sexual activity does not mean you are emotionally ready for sexual activity Know how to use penile and vaginal condoms and dental dams. Understand what relationship and communication skills are required for safe sex. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks.</p> <p>Optional: Explore the Brook website for more information about contraception and sexual health: https://www.brook.org.uk/</p>	Give brief verbal feedback based on oracy skills.	
20	Sexual Health: 2 STIs	<ul style="list-style-type: none"> Understand what STIs are and how they can be contracted and spread. Understand what HIV and AIDS are and learn how people can protect themselves against them. Understand the requirement to notify previous partners if you have an STI, including emotional challenges of this and social stigma. 	Optional: Friend A tells Friend B they never use condoms when in sexual situations. Draw a cartoon strip or write a script between the two people exploring this scenario.		

21	Sexual pleasure: developing sexuality, sexual pleasure, pornography's impact on developing sexuality.	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> To understand that sexuality is an important part of identity and human experience. To be able to explore what healthy sexuality is. To understand that sexual arousal and masturbation are normal human behaviour. To know and respect that cultural and religious views affect whether individuals choose to masturbate or not. To be able to explain the adverse effects of pornography on young developing mind and sexualities. To know the dangers of accidentally or deliberately viewing pornography online. 	MUST DO: Current Affairs Research Worksheet due in 2 weeks.	Give brief verbal feedback based on oracy skills.	
22	Spare Lesson	Spare Lesson for mopping up any RSE that you feel you didn't cover adequately.			
23	Learning to Learn Recap No resources set up for this – please recap the unit from the start of the year.	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> To recall study methods learned at the start of the year and track own progress. Be able to implement a fresh study timetable if needed and prepare for the exams in Trinity Term. 	MUST DO: Current Affairs Research Worksheet as Easter holiday work. Optional: Revive your life balance timetable if you have forgotten to do spaced repetition.	Give brief verbal feedback based on oracy skills. End of term feedback/reflection in class: Create your own feedback form on Microsoft forms, or use the 'How's class going' form in the assessment folder.	

TRINITY TERM

24	Communities: Unity in Diversity	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> • Understand own personal rights and responsibilities as a person, a student, a member of a family and as a citizen. • Understanding what makes a successful community and what brings conflict into a community. • Undertake a case study of a divided community and explore how bias and discrimination are experienced by both sides. • Understand what voluntary agencies do to help divided communities unite. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks.</p> <p>Optional: Create poster/leaflet/digital campaign with guidance on how to contribute positively to your community.</p>	Give brief verbal feedback based on oracy skills.	
25	Tolerance, Race and the Law	<p>POST-IT STARTER: HOW DO YOU KNOW WHEN SOMEONE IS SHOWING PREJUDICE AND WHAT CAN YOU DO ABOUT IT?</p> <p>(Give out post-its and ask each pupil to write a short response very clearly in their best handwriting. Please give the best 5 to BG).</p> <ul style="list-style-type: none"> • Understand the importance and value of: uniqueness, equality, diversity, respect and tolerance. • Know ways of being an ally. • Understand definitions, causes and consequences of hate crimes and radicalisation. Case study: BLM 	<p>Optional: Write a personal reflection on the impact of learning about hate crimes and radicalisation.</p>		
26	Government	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> • Understand the role monarchy plays in the UK. • Understand what political parties are active in the UK • Understand parliamentary democracy and how you become a member of parliament. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks.</p>	Give brief verbal feedback based on oracy skills.	

		<ul style="list-style-type: none"> Understand how parliament works and how laws are made. Understand what lobbying is and what pressure is put on government. 	Optional: Decide whether you are a monarchist or a republican. Be ready to explain why.		
27	Healthcare in society	<ul style="list-style-type: none"> Understand the role of vaccinations in wider society. Be able to explain the way vaccinations work. Be able to dispel myths about vaccination. Understand and respect that are religious or cultural reasons why some people do not vaccinate. Understand how to access public healthcare (NHS website, dentistry, GP, pharmacies and A&E). Know how to safely use over-the counter medicines, to avoid other people's prescription medication and responsible use of antibiotics. 	Optional: Design a leaflet explaining to parents the benefits of vaccination and encouraging them to include their children in the NHS vaccination programme for young children.	Please review books and give some feedback using any and all tricks for good AfL and workload reduction.	
28	Citizenship and financial understanding Barclays Life Skills: Money Skills Lesson 2: Money and Work You may need to sign up to Barclays as the documents on SharePoint don't always open.	Start lesson with current affairs prep discussion. <ul style="list-style-type: none"> Understand how individuals contribute to the national economy as workers, tax payers, borrowers and consumers. Be able to read a pay slip and contributions that might come out of. Identify the main features of a payslip, and be able to explain some key terms Calculate gross and net pay accounting for a range of deductions Identify employee benefits beyond salary 	MUST DO: Current Affairs Research Worksheet due after half term. Optional: Ask a grown up at home to see a payslip. Discuss what is recorded there with them.	Give brief verbal feedback based on oracy skills.	
29	Financial responsibility	<ul style="list-style-type: none"> To be able to evaluate the social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions. 	Reminder them that they must do their current affairs research worksheet for the first lesson after half-term.	End of term feedback/reflection in class: Create your own feedback form on	

		<ul style="list-style-type: none"> To be able to assess and manage risk in relation to young people's spending. 	Optional: Write a letter to a broadcasting company campaigning for them to stop advertisements directed at children.	Microsoft forms, or use the 'How's class going' form in the assessment folder.	
HALF TERM (programme reduced to 4 weeks due to exams week)					
30	Financial responsibility and online safety	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> Understand the dangers of online gaming to personal safety. Know the dangers of chance-based transactions (like loot boxes) as precursors to online gambling. Understand what online gambling is, its effect on young people and how to get help for problems related to it. 	<p>MUST DO: Current Affairs Research Worksheet due in 2 weeks or after exams week.</p> <p>Optional: Write a letter to an agony aunt explaining that you have a gaming/gambling addiction and how this feels. Then write the aunt's response.</p>	Give brief verbal feedback based on oracy skills.	
31	Careers Education	<ul style="list-style-type: none"> Students understand the pathway they would need to follow to do three possible careers. Students know about three possible careers and what they would involve, including qualifications, salary range and the advantage and disadvantages of pursuing each career. (Students to spend the lesson using the National Careers Service – careers profiles section). 	Optional: Research 3 possible careers that interest you. Record what qualifications are needed, the salary range, and the pros and cons of each career. Report back next lesson.		

32	Preparing to begin GCSES	<p>Start lesson with current affairs prep discussion.</p> <ul style="list-style-type: none"> • Understand what Year 10 and 11 will be like. • Be able to explain what learning behaviours and attitudes are needed for GCSE. • Be able to set goals for GCSE years. • Be able to articulate the changes needed in their approach to school life and plan ahead to put these changes in place. • Articulate intentions for summer catch-up or preparation. <p>Write a letter to a teacher you really valued this year and tell them what makes them great. Your letter could be anonymous or named.</p>	<p>Please give them this menu of things to do over the summer break:</p> <p>Over the holiday, read:</p> <ol style="list-style-type: none"> 1. One article from each section of a weekend newspaper. 2. One novel. 3. One non-fiction text. <p>Write 10 lines a day of a journal or blog.</p>	Give brief verbal feedback based on oracy skills.	
33	Spare Lesson				