

LANGLEY SENIOR SCHOOL PDE PROGRAMME OF STUDY FOR YEAR 10 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 that by seeing what your child will learn this year, you will be able to support them at home.

A note about RSE (Relationships and Sex Education) in Year 10: 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. It is best practice to teach Sex education within the context of healthy, safe and lawful Relationships. However, 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children from the Sex Education elements of the RSE curriculum at Langley School, provided that the elements they are withdrawn from are *not* the content covered in the statutory Science curriculum. For example, students cannot be withdrawn from a lesson about sexual reproduction or puberty but can be withdrawn from portions of lessons that might refer to sexual pleasure, practices and sex lives.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 10s 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 before three terms prior to your child's 16th birthday**. We are always happy to discuss our curriculum with parents and guardians, so please do be in touch should you require more information.

Please note that if you have withdrawn your child from elements of RSE, the school has a statutory responsibility to deliver this education no later than three terms before the child's 16th birthday (for most this means that at some point in Year 10 they will be taught all of their RSE).

Topic Titles	Learning Objectives
--------------	---------------------

MICHAELMAS TERM	
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.
Learning to Learn: 2	<ul style="list-style-type: none"> • Recap and consolidate the importance of spaced repetition. • Really set an intention to do spaced repetition from the start of the year. <i>(Note: Please revisit this frequently as a starter throughout the year)</i>
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.
Learning to Learn: 4	<ul style="list-style-type: none"> • Consider learning interests and future careers. • To understand what to consider when choosing GCSEs. • Begin to understand what jobs and careers your favourite subjects lead to.
Learning to Learn 5: Life balance and Organisation	<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 (revisit strategies set/tried in Year 9 and set new goals for Year 10). This should include methods of recording, doing and tracking homework and revision, attitude and approach to organisation of work on teams, and quality of notes and book work. • 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.
Personal values and self-respect	<ul style="list-style-type: none"> • Understand your own ethical values as an individual. • Decide what kind of person you want to be in life. • Consider resilience, grit and growth-mindset frames. • Create a personal growth plan and manifesto.
HALF TERM	
Healthy Behaviour and Mental Health	<ul style="list-style-type: none"> • Recap mindfulness and mental health learning from last year. • Know how to recognise behaviour that indicates strained mental health (cover addictive behaviour, impulsive behaviour, low self-esteem, poor sleep, aggression, depression, obsessive behaviour) • Understand how to reflect on and assess your own mental health
Mental Health	<ul style="list-style-type: none"> • Understand and implement strategies for building strong mental health • Know ways of supporting friends with poor mental health (including boundary setting)

	<ul style="list-style-type: none"> • Know how to get help for yourself or others at times of poor mental health
Substance misuse:	<ul style="list-style-type: none"> • Understand the impact on teens of alcohol consumption, vaping, smoking and drugs, including prescription drugs used recreationally • Understand the legal implications of buying alcohol and drugs • Know what County Lines is, identify when you or a friend is vulnerable and know how to avoid and report.
Party time – risk assessment and refusal techniques	<ul style="list-style-type: none"> • Be able to identify the pressures on teens in social situations. • Understand what coercion is and how technology can be used for this. • Know how to stand up to peer pressure. • Know how to stay safe at a party, festival or night out, including an understanding of consent (this will be returned to later)
Conflict Resolution	<ul style="list-style-type: none"> • Be able to identify common conflicts between friends and between family members. • Be able to moderate language and behaviour to diffuse conflict or negotiate • Understand what a real apology is.
Toxic gendered behaviour (child on child abuse and sexual harassment)	<ul style="list-style-type: none"> • Understand what positive versus toxic masculinity and femininity, and what misogyny and misandry are. • Understand that toxic gender attitudes limit the genders they seem to empower, eg: masculine norms are damaging to men too. • Understand how to be an ally. • Understand how to assert your values in social situations and challenge sexist, harassing or abusive behaviour (not just focusing on abuse across genders but also on banter culture and bullying between boys or girls).
LENT TERM	
Liberty and the Law 1	<ul style="list-style-type: none"> • Understand the right to an education and the right to protest. • Know what The Equality Act is and be able to list the protected characteristics (establish a baseline of what the law determines is illegal discrimination in preparation for next lesson on invisible discrimination) • Understand the different forms discrimination takes. • Know what a hate crime is, including the law. • Understand how to report a hate crime or discrimination.
Liberty and the Law 2	<ul style="list-style-type: none"> • Understand the power structures of western privilege, white privilege, patriarchy and heteronormativity. • Understand the impact of systemic inequality (in terms of race, sex, gender and class) – cover discrimination through invisibility. • Reflect on own experience within this power structure (what are the benefits to you and challenges of existing in this system?) • Understand and empathise with people who are subject to inequality.

	<ul style="list-style-type: none"> • Understand what an ally is and how to be an ally.
Liberty and Law 3 LGBTQ+ rights and realities	<ul style="list-style-type: none"> • Understand that love means love • Understand the law and homophobia (recap from lesson The Equality Act and protected characteristics) • Understand the impact of homophobia on people and society. • Understand the realities of life coping with prejudice around gender and homophobia. • Understand what • Know where to access help and support. • Know how to support a friend who is questioning or exploring their sexual orientation or gender identity.
Sexuality 1: Developing Healthy Sexuality (focused on own relationship with self and mind)	<ul style="list-style-type: none"> • To understand that sexuality is a natural part of identity; it is important to maintain healthy sexuality in the same way as we look after our health. • Understand that pleasure is a key aspect of sexuality and is predicated on self-knowledge. • To understand what an orgasm is. • To understand how gender norms can maintain unhelpful assumptions about male and female pleasure and desire. • To understand what healthy sexual exploration is, including masturbation. • Know that sexual relationships don't necessarily involve sex and understand the benefits to (and the right to) delaying sexual activity. • To understand that there is a spectrum of sexual orientation. • To be able to consider ways of telling the difference between love and strong sexual attraction, arousal and desire. • Understand the risks associated with teenage sexual activity, including the challenges of self-regulation posed by the teenage brain. • Understand and respect that attitudes to sexuality are influenced by culture and religious beliefs. <p><i>We believe this lesson delivers what children of Year 10 age need to know. All best practice guidance encourages schools to deliver this learning from Year 8 upwards. However, pupils can be withdrawn from the sections of this lesson that do not pertain to the statutory Science curriculum. Should parents or guardians withdraw their child, this learning would need to be delivered by the school no later than three terms before the child's 16th birthday.</i></p>
Sexuality 2: Intimate and Sexual Relationships (sexual	<ul style="list-style-type: none"> • To be able to recall the conditions for healthy sexuality from last lesson and consider how they affect relationships positively. • To understand the personal impact of sexual relationships and the responsibility that comes with sexual relationships. • To be able to articulate what a healthy, safe and fulfilling sexual relationship is. • Be able to describe and list a range of ways that people can show love and affection in relationships without sexual activity.

interactions with others)	<ul style="list-style-type: none"> • Recap what the age of consent is and the laws around sexual assault and rape. • Be able to explain the laws around receiving, sharing and creating sexual images. • To be able to consider a range of scenarios and identify consensual and non-consensual interaction. <p><i>We believe this lesson delivers what children of Year 10 age need to know. All best practice guidance encourages schools to deliver this learning from Year 8 upwards. However, pupils can be withdrawn from the sections of this lesson that do not pertain to statutory Science curriculum. Should parents or guardians withdraw their child, this learning would need to be delivered by the school no later than three terms before the child's 16th birthday.</i></p>
Pornography	<ul style="list-style-type: none"> • Be able to explain the possible long-term and short-term effects of consuming pornography, including the way viewing pornography can impact one's developing sexuality in potentially unhealthy ways. • Understand the impacts on sexual health. • Understand the impact on mental health, including the addictive nature of online pornography and the negative impact on body image, and how to get help. • Understand how pornography shapes views of relationships (reality vs staged constructs). • Understand the social impact of supporting the type of pornography that objectifies people, reinforces unhealthy gender roles, supports violence or relies on human trafficking. • Know how avoid use of pornography, habit breaking and how to get help if you need it. <p><i>We believe this lesson delivers what children of Year 10 age need to know. All best practice guidance encourages schools to deliver this learning from Year 8 upwards. Pupils can be withdrawn from the sections of this lesson that do not pertain to the statutory Science curriculum. Should parents or guardians withdraw their child, this learning would need to be delivered by the school no later than three terms before the child's 16th birthday.</i></p>
HALF TERM	
Fertility and genital health: Menstruation, testicular checks, breast checks.	<ul style="list-style-type: none"> • Understand the menstrual cycle and its importance; • Understand the impact of lives of people with wombs: <p>Students will have had very effective education on menstruation in earlier years, so this topic is focused on a wider view of social attitudes to menstruation and on anxieties or problems with menstruation.</p> <p>Discussion will include:</p> <ul style="list-style-type: none"> - That periods are a sign of healthy fertility. - Possible problems with managing periods, PMS and hormones. - Amenorrhea: why isn't my period here yet? Why has it stopped? - Overcoming period stigmas. <ul style="list-style-type: none"> • Menopause: understand the symptoms and experience of menopausal people

	<ul style="list-style-type: none"> Recap how to conduct a testicular check and get medical help. <p>Know how to conduct a breast check and get medical help.</p> <p><i>Pupils cannot be withdrawn from this lesson as it teaches the statutory Science curriculum.</i></p>
Contraception	<ul style="list-style-type: none"> Be able to describe what different types of contraception and protection are available and know the different levels of protection each form will provide. Learn how to safely select and use a condom (revisit and reinforce – this was covered last year so they should remember) Know and discuss the importance of finding a contraception method that works for you (considering different types of sexual relationships, physical responses and ease of access). Know what to do if contraception fails and where to seek help and support. Understand what emergency contraception is and where it can be accessed. <p><i>Pupils cannot be withdrawn from this lesson as it teaches the statutory Science curriculum.</i></p>
Outcomes of sexual activity Pregnancy Choices	<ul style="list-style-type: none"> Understand early signs of pregnancy and where help and support can be accessed. Identify different choices that are available including: abortion (different types of abortions) and adoption. Understand when an abortion may be recommended due to medical reasons and physical risk to the mother. Know where help and support can be accessed in case of pregnancy. Explain what a miscarriage is, how common they are, why they happen. Be able to identify early signs of miscarriage and where to access help and support (importantly, signs of ectopic pregnancy will be discussed here). Understand legal rights of the mother in making choices. <p><i>Pupils cannot be withdrawn from this lesson as it teaches the statutory Science curriculum.</i></p>
Pregnancy and foetal development	<ul style="list-style-type: none"> Know how diet and health choices affect a developing foetus. Understand how a foetus develops in the womb. Understand how birth takes place and the role of healthcare providers in pregnancy and birth. Know the benefits of delayed cord-cutting, skin-to-skin contact and breastfeeding. <p><i>Pupils cannot be withdrawn from this lesson as it teaches the statutory Science curriculum.</i></p>
Learning to Learn Recap	<ul style="list-style-type: none"> To recall study methods learned at the start of the year and track my progress. To implement a fresh study timetable if needed and prepare for the exams in Trinity Term.

TRINITY TERM	
Outcomes of sexual activity 3: STIs	<ul style="list-style-type: none"> • Know the range of STIs and their impact on health/mortality. • Understand how to get help with treating STIs. • Understand the need to inform current previous sexual partners. • Understand what sexual health checks are and what a physical examination will involve. <p><i>Pupils cannot be withdrawn from this lesson as it teaches the statutory Science curriculum.</i></p>
Abuse (with a particular focus on coercive control)	<ul style="list-style-type: none"> • Be able to recognise and identify: sexual abuse, sexual harassment, grooming, domestic abuse, coercive behaviour. In particular, focus on <u>coercive control</u>, as the other aspects of abuse have been covered very well in earlier years. • Understand the impact and effects of abuse and coercive behaviour. • Know how to report abusive behaviour and know where to seek help and support. • Know what professional agencies are available to help people in abusive relationships-
Body Image	<ul style="list-style-type: none"> • Understand how different media portray idealised and artificial body shapes and how this influences self-esteem, body satisfaction and relationships. • Be able to critically appraise what you see in the media and challenge and subvert it. • Understand how mental health strategies can help avoiding obsession and negative thought cycles about body shape.
Healthy Diet	<ul style="list-style-type: none"> • Understand what nutrition is required for good health. • Understand that all bodies come in different shapes and sizes; health is what matters. • Know what diseases are commonly related to poor diet. • Be able to create a week's meal plan based on principles of healthy eating.
Healthcare	<ul style="list-style-type: none"> • Understand the responsibility to monitor own health, attend health checks. • Be able assess and manage the risks associated with cosmetic procedures such as tattoos, piercings and sunbed use. • Recap the reasons for vaccination and the benefits of it. • Understand what blood, organ and stem-cell donation are and what the benefits to individuals and society are.
Critical Literacy	<ul style="list-style-type: none"> • Understand the ways the media can influence people's beliefs and actions • Be able to explain how advertising and social media can encourage healthy and unhealthy behaviour. • Know the difference between real and fake news. • Understand how to source accurate news stories and how to report fake news. • Understand how online data is used, how GDPR works and how to manage the way your data is used to influence you (targeted advertising, fake news and the media bubble)
HALF TERM	

Careers Education	<ul style="list-style-type: none"> • Know what your interests, skills and qualities for employment are and be able to explain how they apply widely to a range of career interests • To identify avenues for work experience in Year 11. • To be able to write a formal letter requesting work experience and explaining why you already have skills and qualities that would make you an desirable candidate for work experience.
Careers Education	<ul style="list-style-type: none"> • To be able to research a local, national and international job and understand what sectors and industries would enable local, national and international work. • To understand the opportunities created by entry level qualifications and GCSES, Further Education, and degree level education) • To be able to write a 2, 5 and 10 year plan for development, qualification and career development.
Finance Education	<ul style="list-style-type: none"> • Understand what a budget is. • Understand the importance of managing finances. • Be able to make informed decisions about spending.
Finance Education	<ul style="list-style-type: none"> • Be able to discuss real examples of financial technology and how it is changing the way we interact with money • Be able to Identify the benefits and risks involved in allowing technology to make financial decisions on our behalf • Be able to recall some top tips on how to keep financial information safe