

## LANGLEY SENIOR SCHOOL PDE PROGRAMME OF STUDY FOR YEAR 6 PARENTS AND GUARDIANS

Your child will be taught PDE by teacher who has been 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 6:** The Relationships Education curriculum is prescribed as a statutory requirement by the government and underpins our PDE curriculum at Langley Senior, meaning that children cannot be withdrawn from the lessons that deliver it. The Sex Education element of our curriculum covers the same content as that which appears in the statutory Science curriculum for Key Stage 2, aiming to reinforce it, and give children the emotional skills they will need when experiencing puberty, and it is therefore not possible to withdraw a child from this element either. There is only one detail of Sex Education in the Year 6 programme that extends beyond the Science curriculum: we briefly, and in a minor way, acknowledge sexual arousal and masturbation *in relation to changes children might experience as a result of puberty, rather than as a discussion of sexuality or sexualised behaviour*. If a parent were to have a concern about this element, they could withdraw their child from this section of the lesson, which would be arranged in a sensitive and subtle way. A parent could also choose to withdraw their child from the RSE Questions & Answers lesson if they are anxious about the questions other children might ask, though parents should be reassured that the teacher would only answer questions related to the statutory content and would gently suggest that questions that are not age appropriate be directed to grown-ups at home. 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**. We are always happy to discuss our curriculum with parents and guardians, so please do be in touch should you require more information.

Topic Titles	Learning Objectives
<b>Learning to Learn Lesson 1</b>	<ul style="list-style-type: none"> <li>Understand what the Prep School Bacc core skills are and why they are important</li> </ul>
<b>Learning to Learn Lesson 2</b>	<ul style="list-style-type: none"> <li>Understand how communications skills are important to learning</li> <li>Be able to explain what an independent learner is.</li> <li>Be able to self-assess own independence and communications skills and set goals for development.</li> </ul>
<b>Learning to Learn Lesson 3</b>	<ul style="list-style-type: none"> <li>Understand the importance of reviewing and acting on feedback to improve work.</li> <li>Know how to deliver peer feedback that is helpful, kind and specific.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to collaborate with peers to improve work.</li> </ul>
<b>Learning to Learn Lesson 4</b>	<ul style="list-style-type: none"> <li>• Understand what makes a good leader.</li> <li>• Be able to self-asses own leadership skills.</li> <li>• Be able to set goals for developing leadership skills.</li> </ul>
<b>Learning to Learn Lesson 5</b>	<ul style="list-style-type: none"> <li>• Understand what a growth mindset is.</li> <li>• Be able to self-assess own mindset and know how to develop a growth mindset.</li> </ul>
<b>Learning to Learn Lesson 6</b>	<ul style="list-style-type: none"> <li>• Be able to model and teach behaviour for learning to others</li> </ul>
<b>Your relationship with yourself: mental health, self-regulation and positive self-regard as crucial for healthy relationships with others: 1</b>	<ul style="list-style-type: none"> <li>• Be able to explain what good and poor mental health are.</li> <li>• Be able to explain what stress and why it is bad for us.</li> <li>• Understand why our brain can't make good decisions when we are stressed (amigdala vs prefrontal cortex, fight or flight, shutdown).</li> <li>• Identify times when our minds were stressed and we were unable to think clearly or self-regulate</li> </ul>
<b>Your relationship with yourself: mental health, self-regulation and positive self-regard as crucial for healthy relationships with others: 2</b>	<ul style="list-style-type: none"> <li>• Know a range of mindfulness and relaxation strategies.</li> <li>• Be able to articulate the way we feel when we try these out.</li> </ul>
<b>Your relationship with yourself: mental health, self-regulation and</b>	<ul style="list-style-type: none"> <li>• Know what self-esteem and self-confidence are.</li> <li>• Understand the difference between self-confidence and boastfulness is.</li> <li>• Be able to list positive characteristics about myself.</li> <li>• Be able to articulate what experiences have helped us to develop positive characteristics and inner strength.</li> </ul>

<p><b>positive self-regard as crucial for healthy relationships with others: 3</b></p>	
<p><b>Home Relationships – Family: 1</b></p>	<ul style="list-style-type: none"> <li>• Understand that families are built on love.</li> <li>• Families take many forms but love is love.</li> <li>• Know what makes a healthy family dynamic.</li> <li>• Be able to practice communication skills in family relationships.</li> <li>• Identify how we can reduce conflict, respect the view of others and disagree with people respectfully.</li> </ul>
<p><b>Home Relationships – Family: 2</b></p>	<ul style="list-style-type: none"> <li>• Understand the range of feelings associated with family break-ups.</li> <li>• Know what self-care, communication and coping methods can be used in experience conflict at home.</li> <li>• Know how to get help.</li> </ul>
<p><b>Positive relationships with others and what to do when relationships go wrong: 1</b></p>	<ul style="list-style-type: none"> <li>• Be able to identify what we mean by love.</li> <li>• Be able to recognise unhealthy relationships, specifically recognising abuse and understanding the different forms abuse takes.</li> <li>• Be able to describe what to do if you think you, or someone you know, is being abused.</li> <li>• Be able to explain why real love does not tolerate abuse and describe some common signs of abuse.</li> <li>• Know where to go to find help and how to report concerns, including family members, the school’s safeguarding procedures and organisations/charities.</li> </ul>
<p><b>Unwanted behaviour: Personal Boundaries, Consent and Child-on-Child abuse</b></p>	<ul style="list-style-type: none"> <li>• Understand what personal space is.</li> <li>• Be able to explain how Year 6s sometimes do not respect other people’s personal space, and how this feels to the victim.</li> <li>• Explain how we seek consent and why it’s always important to do this if we want to show physical affection to someone, even if it’s just a hug.</li> <li>• Understand that we are a no-contact school and rough play is not allowed.</li> <li>• Be able to call out abuses of personal space boundaries and know when and how to report these instances.</li> <li>• Understand how boundaries can be violated in non-physical ways including verbally and digitally.</li> <li>• Know how it might feel to receive an indecent image online, who to talk to and what to do about it.</li> </ul>
<p><b>Unwanted Behaviour 2:</b></p>	<ul style="list-style-type: none"> <li>• Understand what bullying is and what its effect is (including cyberbullying).</li> <li>• Understand the role of bystanders (online or in person) in making bullying worse.</li> <li>• Understand the power of peer pressure and develop refusal skills.</li> </ul>

<b>Bullying and Child on Child Abuse</b>	<ul style="list-style-type: none"> <li>• Understand how to be assertive without being aggressive.</li> <li>• Know how to report concerns about bullying and where to seek help.</li> </ul>
<b>Self-destructive behaviour and using devices</b>	<ul style="list-style-type: none"> <li>• Identify the dangers presented by the social side of online gaming and how we can avoid them.</li> <li>• Describe the different dangers we need to be wary of to play safely and what we should do if we are concerned.</li> <li>• Explain why we should not meet up with people we don't know in real life.</li> <li>• Explain what the consequences of this could be.</li> </ul>
<b>Human Reproduction</b>	<ul style="list-style-type: none"> <li>• Identify different parts of the male and female reproductive system.</li> <li>• Describe how human reproduction happens and how a baby starts to be created.</li> <li>• Explain the different roles of the male and female body parts in human reproduction.</li> <li>• Details to be covered: - Cellular biology of reproduction as well as how intercourse happens to initiate fertilisation (penile ejaculation inside vagina, medical artificial insemination and IVF). - Gestation and Childbirth. - Contraception as a basic concept (i.e.: that it is used to prevent conception. STIs are NOT covered at this age). - Miscarriage. - Menopause.</li> </ul> <p><i>The content in this lesson is from the statutory Science curriculum but is taught in PDE time, aiming to provide children with an understanding of the cellular biology of sexual reproduction, and an emotional framework for what they are learning. It includes changes experienced during puberty and human reproduction but <u>not</u> sex lives or sexual activity, as this would not be appropriate for Year 6 age pupils. As with all RSE, this content is taught with care by an RSE trained teacher. As this learning is a statutory requirement, delivering the Science curriculum in PDE time, it is not possible for pupils to withdrawn from it.</i></p>
<b>Growing up: Puberty – Physical Aspect</b>	<ul style="list-style-type: none"> <li>• Identify the changes boys and girls go through during puberty and why.</li> <li>• Describe these changes in detail as well as how and when they might happen.</li> <li>• Explain why we go through puberty and how everyone develops differently.</li> <li>• Understand how a range of period products work and how to access and use them.</li> </ul> <p><i>As above, this is part of the statutory Science curriculum, so students cannot be withdrawn from this lesson</i></p>
<b>Growing up: Puberty – Emotional Aspect</b>	<ul style="list-style-type: none"> <li>• Understand the emotional impact of puberty and bodily changes.</li> <li>• Understand the emotional aspects of sexual arousal, masturbation and wet dreams.</li> <li>• Understand the impact on relationships that puberty has.</li> <li>• Identify why some people have negative body image.</li> <li>• Describe how we can help others and ourselves to develop a positive body image.</li> <li>• Explain how the media affects our body image.</li> </ul> <p><i>Pupils may be withdrawn only from the section of this lesson that covers <u>sexual arousal and masturbation</u>, as this extends beyond the statutory Science curriculum for KS2.</i></p>

<b>Growing up: Attraction and Crushes</b>	<ul style="list-style-type: none"> <li>• Identify different types of attraction and the types of people we might find attractive.</li> <li>• Describe how we feel when we are attracted to someone and the different ways we can be attracted to others.</li> <li>• Discuss ways of showing you feel attracted to someone (respectful and disrespectful, self-respecting and self-debasing, safe and unsafe).</li> <li>• Explain how we feel when we have a crush and how we can all differ in our feelings and the types of people we find attractive. Understand what coming out is, and how to get support. How to be an ally.</li> </ul>
<b>Growing Up: commitment and the law.</b>	<ul style="list-style-type: none"> <li>• Be able to explain what commitment is and what kinds of behaviour demonstrate it.</li> <li>• Identify different ways of showing commitment and the different types of families we can have (coparenting, cohabiting, marriage and civil partnership).</li> </ul>
<b>RSE Q&amp;A with same-sex groups.</b>	<ul style="list-style-type: none"> <li>• To be able to identify gaps in my understanding and seek answers.</li> </ul> <p><i>Pupils may be withdrawn from this lesson should their parents choose.</i></p>
<b>Study Skills</b>	<ul style="list-style-type: none"> <li>• To be able to recall what was learned about independence, reviewing and growth mindset at the start of the year.</li> <li>• Be able to create a study timetable.</li> <li>• Understand how to make study notes, including mind-maps and flash cards.</li> </ul>
<b>Study Skills</b>	<ul style="list-style-type: none"> <li>• Understand how to use spaced repetition to consolidate learning over the next half-term.</li> </ul>
<b>Living together in communities: 1</b>	<ul style="list-style-type: none"> <li>• To understand what cultural difference and diversity are.</li> <li>• Be able to explore how different cultures use things like food, festivals and music to express what is special about their culture.</li> </ul>
<b>Living together in communities: 2</b>	<ul style="list-style-type: none"> <li>• Be able to explain what culture and identity are.</li> <li>• Be able to explain what culture you come from and what is positive/negative/comfortable/uncomfortable about belong to a particular culture.</li> <li>• To be able to create a family tree that explores own cultural identity.</li> </ul>
<b>Living together in communities: 3</b>	<ul style="list-style-type: none"> <li>• To understand what the right to education is.</li> <li>• To be able to identify what makes Langley a healthy school community.</li> <li>• To be able to explore how your rights are upheld at school.</li> <li>• To understand what responsibilities Langley pupils and staff have towards this community.</li> </ul>
<b>Health Education</b>	<ul style="list-style-type: none"> <li>• Understand what a healthy diet is.</li> <li>• Be able to plan a whole day of healthy eating.</li> <li>• Understand the risks of eating too much fat, sugar and salt.</li> <li>• What's a sugar high/low? Know the sugar content of energy drinks and common sweets, and the impact on body, mind and behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand food hygiene and how to determine whether food is safe to eat.</li> <li>• Understand the importance of regular exercise and willingness to try out a variety of exercises.</li> </ul>
<b>Health Education</b>	<ul style="list-style-type: none"> <li>• Understand the dangers of exposure to sun</li> <li>• Know what factor sunscreen to use</li> <li>• Know how to protect self from the sun and treat sunburn.</li> <li>• Know how to identify heat stroke and what to do about it.</li> <li>• Know how to examine moles and seek medical help.</li> <li>• Understand the basics of swim safety (rivers, beaches, open water)</li> </ul>
<b>Study Skills</b>	Use this lesson to prepare for Exams week.
<b>Health Education</b>	<ul style="list-style-type: none"> <li>• Understand what personal hygiene is, including genital hygiene</li> <li>• Know the dangers of antiperspirants and deodorants and how to make safe choices of these products</li> <li>• Know how to keep teeth clean and healthy</li> <li>• Understand what a trip to the dentist entails, and what to expect from dental treatments.</li> </ul>
<b>Health Education</b>	<ul style="list-style-type: none"> <li>• Understand what causes illness</li> <li>• Understand how to keep healthy and build a strong immune system, including the vitamins and minerals needed.</li> <li>• Understand how medicines work, including antibiotics and the importance of avoiding antibiotic use unless totally necessary.</li> <li>• Know the dangers of over using painkillers such as Calpol for Kids.</li> <li>• Understand how vaccines work to prevent the spread of disease.</li> </ul>
<b>Reflection and goal setting</b>	<ul style="list-style-type: none"> <li>• Be able to explain what you achieved over the course of Year 6 in the categories of mental health, physical health, relationships with others and academic life.</li> <li>• Be able set SMART goals for the summer in these areas.</li> </ul>