

LANGLEY SENIOR SCHOOL PDE PROGRAMME OF STUDY FOR YEAR 7 PARENTS AND GUARDIANS

Your child will be taught PDE by a 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 7: RSE is a statutory requirement by the government and underpins our PDE curriculum at Langley Senior. The Sex Education element covers the same content as that which appears in the statutory Science Curriculum for Key Stage 3, aiming to reinforce it, and give children the emotional skills they will need when experiencing puberty and developing sexuality. 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children from the Sex Education elements of the RSE curriculum at Langley School, provided that the elements they are withdrawn from are *not* the content covered in the statutory Science curriculum. For example, students cannot be withdrawn from a lesson about sexual reproduction or puberty but can be withdrawn from portions of lessons that might refer to sexual pleasure, practices and sex lives, though discussion of these topics is fairly limited in Year 7. 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, or refer the child to their grown-ups at home. We would like parents and guardians to be aware that that Sex Education is likely to be a safer route to knowledge 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 7s 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**. 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
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MICHAELMAS TERM 1	
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Learning to Learn 1 Goal setting and Behaviour for Learning	<ul style="list-style-type: none"> • Be able to articulate how Year 7 is different from Year 6. • Understand how I can look after my Year 6 peers. • Be able to articulate who I want to be this year and who I want to be in 7 years. • Understand what could go onto a personal checklist for how to be happy and healthy at school. • Be able to explain what effective, respectful learning is and set goals for my classroom behaviour.
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Learning to Learn Lesson 2 Homework habits	<ul style="list-style-type: none"> • Know when homework is set and understand the expectations about homework being done. • To understand how to self-motivate when doing independent work after school. • To be able to create a homework and study timetable for the year that includes revision slots as separate from homework slots.
Learning to Learn Lesson 3 How to study for tests and exams	<ul style="list-style-type: none"> • To understand that there is an exams week you will need to prepare for later in the year and that you will be tested through the year for each subject. • To understand the concept of spaced repetition and why it works.
Learning to Learn Lesson 4 Study Notes	<ul style="list-style-type: none"> • To understand the importance of multisensory approaches to revision. • Know how to make and use mind-maps and flash cards.
TURNING RED UNIT 1: Your relationship with yourself: mental health, self-regulation and positive self-regard	<ul style="list-style-type: none"> • Pupils to watch the film <i>Turning Red</i> in class in preparation for mental health unit next term.
TURNING RED UNIT 2: Your relationship with yourself: mental health, self-regulation and positive self-regard	<ul style="list-style-type: none"> • Pupils to watch the film <i>Turning Red</i> in class in preparation for mental health unit next term.
MICHAELMAS TERM 2	
TURNING RED UNIT 3: Your relationship with yourself: mental health, self-	<p>Through reference to the film 'Turning Red':</p> <ul style="list-style-type: none"> • Understand what emotional health is and why it is important. • Understand that repressing feelings can lead to an unhealthy relationship with anger.

<p>regulation and positive self-regard as crucial for healthy relationships with others.</p>	
<p>TURNING RED UNIT 4: Your relationship with yourself: mental health, self-regulation and positive self-regard as crucial for healthy relationships with others.</p>	<p>Through reference to clips from the documentary ‘The Making of Turning Red’</p> <ul style="list-style-type: none"> • Understand what self-acceptance is. • Learn how to Identify feelings and developing an emotional vocabulary: RULER technique. • Know how to use a mood-meter to build emotional self-knowledge.
<p>TURNING RED UNIT 5: Your relationship with yourself: mental health, self-regulation and positive self-regard as crucial for healthy relationships with others.</p>	<ul style="list-style-type: none"> • Reflect on own ability to use RULER technique • Set goals for own mental health (creative activity using a mindful month calendar) • Mindfulness meditation and relaxation activities
<p>TURNING RED: Relationships and Conflict Resolution</p>	<p>Through reference to the film ‘Turning Red’:</p> <ul style="list-style-type: none"> • To be able to articulate how children and parents, and friends, can get into conflict with one another. • To be able to use conflict resolution skills.

Consent (focused on family and friendships)	<ul style="list-style-type: none"> • Understand what everyday consent is and what consent between friends and family members looks like. • Understand what getting and giving consent in peer interactions looks and sounds like. • Be able to roleplay asking for consent and giving consent in a playground situation, and setting clear boundaries when not comfortable. • Be able to recognise healthy relationships and friendships, understanding the importance of boundaries in healthy relationships, and how it feels to have your boundaries respected. • Understand that the rules on consent extend to digital interactions. • Understand when behaviour is abusive, and the forms abuse takes. • Be able to describe what to do if you think you, or someone you know, is being abused.
Building and managing good friendships	<ul style="list-style-type: none"> • Understand what makes a healthy friendship. • Know how to communicate to build and keep friendships. • Know how important friendship is in living a healthy life.
LENT TERM 1	
Bullying/Peer-on-Peer abuse	<ul style="list-style-type: none"> • Understand what bullying is and what its effect is (including cyberbullying). • Understand the role of bystanders (online or in person) in making bullying worse. • Understand the power of peer pressure and develop refusal skills. • Understand how to be assertive without being aggressive. • Know how to report concerns about bullying and where to seek help. • Understand that some bullying takes the form of discrimination against certain protected characteristics: sex, gender, race, religion, age, sexual orientation, pregnancy or disability, and what the consequences of this are legally and morally.
Managing Online Relationships: Indecent images and the culture around sending nudes.	<ul style="list-style-type: none"> • Understand the risks of uploading harmful material and what to do with harmful material we are sent or see accidentally. • Understand the emotional impact of viewing harmful content (including pornography). • Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison. • Know that adults want to support and help young people who get into difficult situations online – it is always best to tell someone. <p><i>Parents may be concerned to see this content on the Year 7 curriculum. Unfortunately, Year 7s do not always realise what their digital interactions may lead to; they often receive unsolicited nudes from strangers. We cannot emphasise enough the importance of monitoring your child's device use and keeping an open channel of communication with your child about what and who they are encountering on their devices.</i></p>
Self-destructive behaviour	<ul style="list-style-type: none"> • Understand what self-destructive behaviour is and what forms it can take (make sure you briefly cover addictive and compulsive behaviours, excessive gaming, aggression, and smoking, vaping, drinking or taking drugs).

<p>(including substance abuse)</p>	<ul style="list-style-type: none"> • Understand their impact on self and others. • Understand what to do if we are worried about ourselves or others. • Note: The main focus here should be on managing own mental health and understanding own tendencies and behaviour when mental health is challenged.
<p>Human Reproduction <i>(Sex Education)</i></p>	<ul style="list-style-type: none"> • Identify different parts of the male and female reproductive system. • Describe how human reproduction happens and how a baby starts to be created. • Explain the different roles of the male and female body parts in human reproduction. Details to cover: - Cellular biology of reproduction as well as how intercourse happens to initiate fertilisation (penile ejaculation inside vagina, acknowledging the alternatives such as medical artificial insemination and IVF). – Gestation and childbirth. – Contraception as a concept (that it is used to stop babies from being conceived). Miscarriage. – Menopause. – Healthy lifestyle and fertility. • Explain that anyone, including someone of their age, who makes genital contact with another person should be using protection. • Note: STIs are not covered at this age but can be explained briefly. <p><i>Human Reproduction is still taught largely as a biological process to Year 7s, and within the context of healthy, consensual, committed relationships. Should questions about sexual pleasure, practices and sex lives arise, they will be dealt with sensitively and in an age-appropriate way by our RSE trained teachers. All questions that are not age appropriate will be gently referred to parents. Pupils may be withdrawn from the lesson, or part of it, and taught solely scientific content should parents and guardians choose.</i></p>
<p>Growing up: Puberty – Physical Aspect <i>(Sex Education)</i></p>	<ul style="list-style-type: none"> • Identify the changes males and females go through during puberty and why. • Describe these changes in detail as well as how and when they might happen. • Explain why we go through puberty and how everyone develops differently. • Understand how a range of period products work and how to access and use them. • Know how to conduct breast and testicular checks for cancer. <p><i>Pupils may not be withdrawn from this lesson, as it is compulsory RSE.</i></p>
<p>Growing up: Puberty – Emotional Aspect <i>(Sex Education)</i></p>	<ul style="list-style-type: none"> • Understand the emotional impact of puberty, including changing relationships • Topics to cover: body image, emotional upheaval, self-consciousness, sexual feelings, masturbation, night emissions. <p><i>We believe this lesson delivers what children of Year 7 age need to know in order to be prepared for the changes that come with puberty. Pupils may be withdrawn only from the section of this lesson that covers sexual arousal and masturbation, as this</i></p>

	<i>extends beyond the statutory Science curriculum. Should parents or guardians withdraw their child from this section of the lesson, this learning would need to be delivered by the school no later than three terms before the child's 16th birthday.</i>
LENT TERM 2	
Growing up: Attraction and Crushes	<ul style="list-style-type: none"> • Identify different types of attraction and the types of people we might find attractive. • Describe how we feel when we are attracted to someone and the different ways we can be attracted to others. • Discuss ways of showing you feel attracted to someone (respectful and disrespectful, self-respecting and self-debasing, safe and unsafe). • 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.
Growing Up: attraction, crushes, commitment and the law	<ul style="list-style-type: none"> • Understand what a committed, healthy relationship is. • Be able to discuss how we develop the personal qualities and skills needed for healthy committed relationships when we become adults. • Identify different ways of showing commitment and the different types of families we can have (cohabiting, marriage and civil partnership).
RSE Q&A with same-sex groups. (Sex Education)	<ul style="list-style-type: none"> • To be able to identify gaps in my understanding and seek answers. <p><i>This lesson intends to address, in an age appropriate way, the questions and anxiety children of Year 7 age might have regarding sexual reproduction and puberty. Should questions about sexual pleasure, practices and sex lives arise, they will be dealt with sensitively and in an age-appropriate way by our RSE trained teachers. All questions that are not age appropriate will be gently referred to parents and guardians. Some parents and guardians may feel it is appropriate to withdraw their child from this lesson. Should you withdraw your child from the lesson, this learning (including any questions, problems or anxieties they have) would need to be addressed by the school no later than three terms before the child's 16th birthday.</i></p>
Life Changes and Loss – Family Break Ups	<ul style="list-style-type: none"> • Understand the range of feelings associated with family break-ups. • Know what self-care, communication and coping methods can be used in experiencing family changes. • Know how to support a friend who is having a tough time at home. • Know how to get help if you're experiencing a family break up or family problems.
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. • To complete topic timelines for core subjects.
TRINITY TERM 1	

Communities Lesson 1: BOARDGAME PROJECT	<ul style="list-style-type: none"> • To understand the benefits, rights and responsibilities of belonging to a community (with a focus on the Langley Community) • To understand the boardgame project and its objectives. • To form a group for creating the boardgame and decide on a boardgame model.
Communities Lesson 2: BOARDGAME PROJECT	<ul style="list-style-type: none"> • Understand what the four British Values are. • Know how Langley supports and sustains British Values. <ul style="list-style-type: none"> • Understand how the behaviour policy works to support a healthy school community. • Create elements of your boardgame that reflect what you have learned about British Values in the school and the school's behaviour policy.
Communities Lesson 3: BOARDGAME PROJECT	<ul style="list-style-type: none"> • Understand what discrimination, harassment and hate crimes are. • Know what the school does to protect pupils from these problems and how members of the school community can act to prevent them from occurring. <p>Create elements of your boardgame that reflect what you have learned about British Values in the school and the school's behaviour policy.</p>
Communities Lesson 4: BOARDGAME PROJECT <i>Please ensure there is time for pupils to play each other's games and then have a reflection about what they learned from the games.</i>	<ul style="list-style-type: none"> • Consolidate understanding of communities unit by playing each other's games. • Be able to reflect on what community issues and examples the games provided. •
Careers education 1	<ul style="list-style-type: none"> • Understand how our feelings about change can hold us back or allow us to fly.

Careers education: 2	<ul style="list-style-type: none"> • To be able to explain what influences me to be successful in life and my future career.
TRINITY TERM 2 (only four lessons due to exams week)	
Careers education: 3	<ul style="list-style-type: none"> • To understand what my personal qualities are and how these will help me in future work/careers.
Understanding finance : 1	<ul style="list-style-type: none"> • Understand what currency is. • Be able to name the currencies of 5 different countries. • Understand the concept of a national economy. • Understand what taxes are and how they contribute to the stability of society.
Understanding finance: 2	<ul style="list-style-type: none"> • Understand saving versus spending. • Understand what current account, savings account and ISA are. • Understand how to open an account at a bank.
Reflection and goal setting	<ul style="list-style-type: none"> • Be able to explain what I achieved over the course of Year 7 in the categories of mental health, physical health, relationships with others and academic life. • Be able set SMART goals for the summer in these areas. •