

LANGLEY SENIOR SCHOOL PDE PROGRAMME OF STUDY FOR YEAR 8 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 8: 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 3, 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children from the Sex Education elements of the RSE curriculum at Langley School, provided that the elements they are withdrawn from are *not* the content covered in the statutory Science curriculum. For example, students cannot be withdrawn from a lesson about sexual reproduction or puberty but can be withdrawn from portions of lessons that might refer to sexual pleasure, practices and sex lives.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 8s 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
MICHAELMAS TERM	
Learning to Learn: 1	<ul style="list-style-type: none"> To know ways of self-motivating for studying To be able to create a good study timetable.
Learning to Learn: 2	<ul style="list-style-type: none"> Recap the concept of spaced repetition learned last year.

Learning to Learn: 3	<ul style="list-style-type: none"> • To understand the importance of multisensory approaches to revision. • To understand what makes an effective mindmap.
Learning to Learn: 4	<ul style="list-style-type: none"> • To understand how and when to use flash cards.
COMMUNITIES PROJECT: Loneliness in society.	LONELINESS PROJECT: Year 8s will be set an exciting project that will run all year long. Their challenge is to find ways of solving the crisis of loneliness affecting the UK. In order to do this, they will work in groups to research and develop authentic, effective solutions that could work in the real world. They will then spend time trying to make the solution a reality. At the end of the academic year, they will deliver a Dragon's Den style formal presentation to present their work and bid for more support to take it to the next level. They will be assessed for the quality of their project as well as for their literacy, oracy, project management and collaboration.
COMMUNITIES: Loneliness in society.	(See above)
HALF TERM	
Mental Health 1: What is mental wellbeing and how can mindfulness help?	<ul style="list-style-type: none"> • Pupils understand that we have to work at taking care of our mental health. • Pupils understand what problems our minds can develop when our mental health is not at its best; • Pupils understand what mindfulness is and are able to attempt their first mindfulness meditation.
Mental Health 2: How to hit pause.	<ul style="list-style-type: none"> • Pupils understand that having an over-full mind can be unhealthy and that when our minds are over-full we tend towards self-destructive thoughts, habits and behaviour. • Pupils can use 3, 2, 1 noticing technique, finger breathing, and mindfulness listening and can articulate which they like best and why.
Mental Health 3: Managing worry and negative feelings about ourselves – how to stop	<ul style="list-style-type: none"> • To understand what tricks our mind plays on us - catastrophising and ruminating. • To know what mindfulness strategies can help us to manage our tendency to catastrophise and ruminate.

catastrophising and ruminating.	
Mental Health 4: Managing impulsive behaviour – how to respond rather than reacting; how not to repeat the same mistakes	<ul style="list-style-type: none"> • Understand types of self-destructive behaviour, including addiction and self-harm. • Understand the mental health strain that can make us more susceptible to self-destructive behaviour. • Understand how mindfulness can help us manage addictive, compulsive or reactive behaviour. <p><i>Pupils will receive a Langley School Mindfulness Course Certificate if they have engaged with the course.</i></p>
Safety Online 1: Cyberbullying	<ul style="list-style-type: none"> • To understand the way cyberbullying works and how to deal with it. • To understand the importance of not being a passive bystander when you witness any kind of bullying. • To be confident in the reporting procedures for online bullying. • To understand the importance of talking to someone in your life about any bullying, in any form, involving anybody.
Safety Online 2: Child Sexual Exploitation	<ul style="list-style-type: none"> • To know how to identify when you or someone else is being groomed online. • To know how to protect yourself from online child sexual exploitation. • To know how to keep high levels of privacy online and how to report it when things go wrong. • To be able to deal with unwanted images and shocking content accidentally viewed online (building on work done in Year 7; sexting is covered in later lessons). • Understanding the importance of talking about and sharing your online life with parents, trusted grown-ups and/or older siblings so that you can get help when you need it; and to understand the dangers of secrecy online.
LENT TERM	
Good vs Toxic friendships	<ul style="list-style-type: none"> • How to identify when a friendship is not making you feel good. • Understand how to use some conflict resolution skills. • Be armed with strategies for standing up to peer-pressure and gossip, and for reporting child-on-child abuse. • Understand how adults in our lives can help us with friendship issues.
Managing Romantic Relationships 1:	<ul style="list-style-type: none"> • Understand the need for effective, empathic and compassionate communication skills in romantic situations. • Be able to articulate the rules of respect in flirting and dating.

Dating, linking, and getting physical	<ul style="list-style-type: none"> • Understand that sexualised talk or touching or photography – even in a group as joke – is offensive, and is harassment or assault (upskirting to be considered here). • Understand fully what consent means (physical as well as digital). • Understand one’s own boundaries, how to set clear boundaries for others and how to respect one another’s boundaries.
Managing Romantic Relationships 2: online lives	<ul style="list-style-type: none"> • Consider the impact of social media on dating and linking. Understand how using devices for communication makes us more impulsive; consider the teenage brain and challenges to self-regulation. • Understand the added complexities of online romantic communications and the importance safe texting. • Understand the law around sexting, the impact dangers of seeing pornographic imagery when too young, and how to cope with requests for nude pictures.
Understanding developing sexuality 1	<ul style="list-style-type: none"> • Be able to discuss puberty in more nuanced detail (particularly anxiety around late development and any questions that have arisen since Year 7 lessons on puberty) • Understand the importance of positive body image and how to cultivate this (return to with a focus on puberty/developing sexuality) • Be able to solve problems and address issues around menstruation (particularly focusing on helpful and unhelpful attitudes to periods). • Sexuality Q&A: the teacher will set aside time to answer questions the class ask. • <i>This lesson delivers what children of Year 8 age need to know in order to be prepared for the changes that come with puberty, and reinforces learning done in Year 7. Children cannot be withdrawn from the part of the lesson on puberty, body image and menstruation, as this is statutory content. In the Q&A session, 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 portion of the lesson. Should you withdraw your child from this portion, 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>
Understanding developing sexuality 2	<ul style="list-style-type: none"> • Be able to define sexual activity. • Be able to consider when is the right time to become sexually active. • Know the legal age of consent and why it exists. • Know the dangers and problems of becoming sexually active too early. • Be able to identify and discuss safe age ranges for romantic or sexual relationships. • Myth-busting: pleasure, sexual desire, orgasm and masturbation. • Know the importance of talking to parents or trusted adults if we have questions or worries about our romantic life, sexuality or sexual activity.

	<p><i>We believe this lesson delivers what children of Year 8 age need to know. All best practice guidance encourages schools to deliver this learning from Year 7 or 8 upwards, but we choose to address it in Year 8, and much of this learning is part of the statutory Relationships curriculum. However, pupils can be withdrawn from the sections of this lesson that do not pertain to the consent and the law around consent. 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>
<p>Understanding developing sexuality 3 Q&A</p>	<ul style="list-style-type: none"> • Teacher to respond to anonymously posed questions and continue discussion. <p><i>In the Q&A session, 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>
<p>HALF TERM</p>	
<p>COMMUNITIES PROJECT</p>	<p>This lesson is reserved for the next phase of the Loneliness Project.</p>
<p>Gender roles, stereotypes and cultural pressure: everyone loses out</p>	<ul style="list-style-type: none"> • Understand gender stereotypes and roles and how they limit the kind of people we can become; • To understand what female genital mutilation, honour-based violence and forced marriage are, that they are illegal. • Know how to identify and report any threat to yourself and others.
<p>Citizenship and PSHE</p>	<ul style="list-style-type: none"> • Understand principles of personal street safety and types of street crime. • Know what types of Youth Crime there are and in particular the dangers of County Lines. • Understand what happens to young offenders, and the role of the police and justice system. • Know what radicalisation is and what forms it tends to take in the UK. (PREVENT) • Know what it means to incite violence. • Consider why being online makes us more susceptible to grooming and radicalisation (consider search bubbles, unsupervised time, manipulation by individuals and organisations).
<p>Learning to Learn Recap No resources set up for this – please recap the unit from</p>	<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.

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TRINITY TERM	
Climate awareness	<ul style="list-style-type: none"> • To understand what human and legal rights are. • To understand what the UN convention on the rights of the child states, and ways the rights of children are upheld or ignored in different societies. • To understand how the climate crisis is particularly threatening to the lives and rights of children around the world.
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Financial capability: 1	<ul style="list-style-type: none"> • To understand what fraud is • To be able identify ways people are at risk of cyberfraud • To be know what to do to report cyberfraud and how to protect oneself from cyberfraud
HALF TERM	
Financial capability: 2	<ul style="list-style-type: none"> • To understand what identity fraud and data protection are • To be able to keep your identity and data safe

Careers education lesson 1	<ul style="list-style-type: none"> • Students can explain what is meant by beliefs and identify some of their own beliefs which are important now and for their future careers • To understand the similarities and differences between school and work. • Students can identify some of the different motivators people may have for going to work. • Students can explore what would motivate them when choosing a career
Careers education lesson 2	<ul style="list-style-type: none"> • Students can explain that there are likely to be changes in the job market by the time they leave education, and have been introduced to the main trends. • Students can describe the difference between 'passive', 'aggressive' and 'assertive' responses, and apply these to themselves. • Students can explain some of the benefits of being assertive.
Careers education lesson 3	<ul style="list-style-type: none"> • Students are aware of the existence of equal opportunities legislation and the fact that ambitions should be based on ability and interest, not stereotypes. • Students recognise the difference between 'facts' and 'beliefs' and are introduced to the importance of checking the accuracy of facts. • Students are encouraged to consider careers based on their interests and abilities and not because of stereotypes.