

## LANGLEY SENIOR SCHOOL PDE PROGRAMME OF STUDY FOR YEAR 9 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 9:** 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is broad and covers one's relationship with oneself and others, including intimate relationships – children cannot be withdrawn from Relationships education. 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children from the Sex Education elements of the RSE curriculum at Langley School, provided that the elements they are withdrawn from are *not* the content covered in the statutory Science curriculum. For example, students cannot be withdrawn from a lesson about sexual reproduction or puberty but can be withdrawn from portions of lessons that might refer to sexual pleasure, practices and sex lives.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 9s 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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<b>MICHAELMAS TERM</b>	
<b>Learning to Learn: 1</b>	<ul style="list-style-type: none"> <li>• Consider barriers to revision and revision throughout the year.</li> <li>• Assess the timeline of learning they will do this year.</li> <li>• Recap what makes a good study timetable and begin to make one.</li> </ul>

<b>Learning to Learn: 2</b>	<ul style="list-style-type: none"> <li>Recap and consolidate the importance of spaced repetition.</li> <li>Know how to create a topic timeline.</li> </ul>
<b>Learning to Learn: 3</b>	<ul style="list-style-type: none"> <li>Understand the importance of consolidating class learning into study notes using mindmaps and cornell notes.</li> <li>Know the importance of self-testing and the use of flash cards; recap methods for creating flash cards.</li> </ul>
<b>Learning to Learn: 4</b>	<ul style="list-style-type: none"> <li>Understand what qualifications are.</li> <li>Know what different qualification routes are available to people in the UK.</li> <li>Understand what school age children can do to make themselves viable candidates for further study and work after GCSEs.</li> <li>Understand the requirement for a 4 or higher in English and Maths and the consequences of not achieving these grades.</li> <li>Begin to build a personal skills and qualities profile on Unifrog.</li> </ul>
<b>Learning to Learn: 5</b>	<ul style="list-style-type: none"> <li>To understand what to consider when choosing GCSEs.</li> <li>Begin to understand what jobs and careers your favourite subjects lead to.</li> <li>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.)</li> <li>Be able to articulate what steps you need to take next to research and consider GCSE subject choices.</li> </ul>
<b>Life balance and healthy habits for work and sleep.</b>	<ul style="list-style-type: none"> <li>Know the importance of good organisation for academic success and controlling stress levels.</li> <li>Be able to put in place organisational systems for school work.</li> <li>Understand the importance of achieving a balance between school work, extra-curricular activities and leisure time.</li> <li>Be able to explain the detrimental effects of poor sleep habits, the importance of a bedtime routine and of a device free sleeping area.</li> </ul>
<b>HALF TERM:</b>	
<b>Mental Health 1: Emotional Regulation</b>	<ul style="list-style-type: none"> <li>Understand that resilience and high self-esteem are the basis for healthy relationships.</li> <li>Be able to self-assess one's own resilience and self-esteem and build these qualities in oneself.</li> <li>Consider strategies for managing difficult feelings such as the mood meter.</li> <li>Recap the RULER technique introduced in Year 7 and Year 8.</li> </ul>
<b>Mental Health 2: Coping with death, loss and bereavement.</b>	<ul style="list-style-type: none"> <li>Understand loss and bereavement and their effect on people involved.</li> <li>Know the stages of grief.</li> <li>Know how to seek help and support.</li> </ul>

<b>Mental Health 3: Mindfulness practice lesson</b>	<ul style="list-style-type: none"> <li>• Do an extended meditation lesson.</li> <li>• Be able to articulate the impact of the meditation, noticing how you feel before and after.</li> </ul>
<b>Mental Health 4: Body Image</b>	<ul style="list-style-type: none"> <li>• Understand social pressures to conform to particular body size and type, and the media's role in this.</li> <li>• Understand the importance of healthy body image and the negative impact of poor body image.</li> <li>• Identify ways of challenging social expectations and of developing positive self-image.</li> <li>• Understand how to support a friend who is exhibiting signs of an eating disorder or self-harm.</li> </ul>
<b>Child on Child Abuse</b>	<ul style="list-style-type: none"> <li>• Understand what child-on-child abuse is and be able to name the forms it takes.</li> <li>• Know how to resist and challenge child-on-child abuse, both as a victim and a bystander.</li> <li>• Recap bystander education from last year.</li> </ul>
<b>Risk awareness</b>	<ul style="list-style-type: none"> <li>• What do we mean by risk?</li> <li>• Understand how the teenage brain is less adept at managing risk than the brains of children and adults.</li> <li>• How do we manage risky situations?</li> <li>• Being safe out and about – in town, at a friend's house, at a party.</li> <li>• Know how peers pose risks to each other when they pressure each other into risky behaviour.</li> <li>• Be able to identify and practise refusal.</li> </ul>
<b>LENT TERM</b>	
<b>Substance Misuse 1: Vaping and Smoking</b>	<ul style="list-style-type: none"> <li>• Know what impact vaping is having on young people's health in the UK.</li> <li>• Understand that vaping is dangerous.</li> <li>• Know the laws on the purchase of vapes and cigarettes.</li> <li>• Understand the impact of cigarettes and passive smoking.</li> <li>• Recap refusal strategies from last lesson.</li> </ul>
<b>Substance Misuse 2: Alcohol and Drugs.</b>	<ul style="list-style-type: none"> <li>• Know what alcohol does to the body and mind.</li> <li>• Know the laws around drinking.</li> <li>• Understand different types of drug and the laws that apply to those drugs (classification).</li> <li>• 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.</li> <li>• Identify risks of addiction and physical and mental impacts on individuals and families.</li> <li>• Identify ways to minimise risk and equip yourself with refusal skills.</li> </ul>
<b>Abuse: Sexual harassment,</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<b>abusive behaviour and domestic abuse.</b>	<ul style="list-style-type: none"> <li>• Understand what fight, flight and <u>fawning</u> are as responses to harassment or abuse.</li> <li>• Be able to recap what abuse within relationships and what domestic abuse are, and how to identify the signs of these.</li> <li>• Know how to support victims and how to seek help.</li> </ul>
<b>Sex and the Law: Sexting and child-sexual exploitation.</b>	<ul style="list-style-type: none"> <li>• Understand the laws that apply to sexting (including sending, receiving and sharing sexual images, including images of minors).</li> <li>• Explain what the term 'grooming' means and identify what would be deemed an inappropriate relationship and an abuse of power.</li> <li>• Be able to identify where safeguarding concerns regarding grooming can be reported.</li> </ul>
<b>Relationships: 1 Commitment, marriage, civil partnership, divorce and breakups.</b>	<ul style="list-style-type: none"> <li>• Explore and identify different forms of commitment and the impact on emotional wellbeing.</li> <li>• Understand the impact of relationships breaking down and learn some resolution strategies as well as ways of asserting healthy boundaries.</li> <li>• Be able to identify what a respectful relationship can look like after a break-up has happened and the importance of respect and civility.</li> <li>• Identify the possible impacts and outcomes of divorce and separation and know what support is available and where to access it.</li> <li>• Know the legal rights that come with marriage and other legally recognised relationships.</li> </ul>
<b>Relationships: 2 Intimate relationships</b>	<ul style="list-style-type: none"> <li>• Be able to explore own qualities as an intimate partner and identify needs for development.</li> <li>• Be able to identify the age of consent and the reason for a legal age requirement.</li> <li>• Be able to explain the importance of emotional and physical maturity when engaging in sexual activities.</li> <li>• Be able to identify reasons people might wish to delay sex and explore other ways in which people can be intimate and feel fulfilled.</li> <li>• 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.</li> </ul> <p><i>We believe this lesson delivers what children of Year 9 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 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 16<sup>th</sup> birthday.</i></p>
<b>HALF TERM</b>	
<b>Sexual Health: 1 Contraception and condom use</b>	<ul style="list-style-type: none"> <li>• Understand that there are different forms of contraception and protection available.</li> <li>• Understand the importance of personal responsibility when it comes to contraception, but also the importance of healthy communication and mutual consent</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that just because you know how to protect yourself during sexual activity does not mean you are emotionally ready for sexual activity</li> <li>• Know how to use penile and vaginal condoms and dental dams.</li> <li>• Understand what relationship and communication skills are required for safe sex.</li> </ul> <p><i>Pupils cannot be withdrawn from the sections of this lesson as this lesson is focused on delivering the statutory Science curriculum.</i></p>
<b>Sexual Health: 2 STIs</b>	<ul style="list-style-type: none"> <li>• Understand what an STIs are and how they can be contracted and spread.</li> <li>• Understand what HIV and AIDS are and learn how people can protect themselves against them.</li> <li>• Understand the requirement to notify previous partners if you have an STI, including emotional challenges of this and social stigma.</li> </ul> <p><i>Pupils cannot be withdrawn from the sections of this lesson as this lesson is focused on delivering the statutory Science curriculum.</i></p>
<b>Sexual pleasure: developing sexuality, sexual pleasure, pornography's impact on developing sexuality.</b>	<ul style="list-style-type: none"> <li>• To understand that sexuality is an important part of identity and human experience.</li> <li>• To be able to explore what healthy sexuality is.</li> <li>• To understand that sexual arousal and masturbation are aspects of developing sexual identity.</li> <li>• To be able to explain the adverse effects of pornography on young developing minds.</li> </ul> <p><i>Based on national guidance, and our knowledge of our school community, we believe this lesson delivers what children of Year 9 age need to know, particularly given the accessibility of pornography online. The learning will be delivered in an age appropriate way, by specially trained RSE teachers. However, pupils can be withdrawn from this lesson if parents wish. 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 16<sup>th</sup> birthday.</i></p>
<b>Gender and the Law</b>	<ul style="list-style-type: none"> <li>• Be able to explain the difference between gender and sex.</li> <li>• Identify and use appropriate and respectful terminology to describe gender and issues associated with gender.</li> <li>• Explore the Gender Recognition Act and identify ways in which we can seek to make tolerant and safe communities and environments.</li> </ul>
<b>Learning to Learn Recap</b>	<ul style="list-style-type: none"> <li>• To recall study methods learned at the start of the year and track my progress.</li> <li>• Be able to implement a fresh study timetable if needed and prepare for the exams in Trinity Term.</li> </ul>
<b>TRINITY TERM</b>	
<b>Communities: Unity in Diversity</b>	<ul style="list-style-type: none"> <li>• Understand own personal rights and responsibilities as a person, a student, a member of a family and as a citizen.</li> <li>• Understanding what makes a successful community and what brings conflict into a community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Undertake a case study of a divided community and explore how bias and discrimination are experienced by both sides.</li> <li>• Understand what voluntary agencies do to help divided communities unite.</li> </ul>
<b>Tolerance, Race and the Law</b>	<ul style="list-style-type: none"> <li>• Understand the importance and value of: uniqueness, equality, diversity, respect and tolerance.</li> <li>• Know ways of being an ally.</li> <li>• Understand definitions, causes and consequences of hate crimes and radicalisation. Case study: BLM</li> </ul>
<b>Government</b>	<ul style="list-style-type: none"> <li>• Understand the role monarchy plays in the UK.</li> <li>• Understand what political parties are active in the UK</li> <li>• Understand parliamentary democracy and how you become a member of parliament.</li> <li>• Understand how parliament works and how laws are made.</li> <li>• Understand what lobbying is and what pressure is put on government.</li> </ul>
<b>Health care and communities</b>	<ul style="list-style-type: none"> <li>• Understand the role of vaccinations in wider society.</li> <li>• Be able to explain the way vaccinations work.</li> <li>• Be able to dispel myths about vaccination.</li> <li>• Understand and respect that are religious or cultural reasons why some people do not vaccinate.</li> <li>• Understand how to access public healthcare (NHS website, dentistry, GP, pharmacies and A&amp;E).</li> <li>• Know how to safely use over-the counter medicines, to avoid other people's prescription medication and responsible use of antibiotics.</li> </ul>
<b>Citizenship and financial understanding</b>	<ul style="list-style-type: none"> <li>• Understand how individuals contribute to the national economy as workers, tax payers, borrowers and consumers.</li> <li>• Be able to read a pay slip and contributions that might come out of.</li> <li>• Identify the main features of a payslip, and be able to explain some key terms</li> <li>• Calculate gross and net pay accounting for a range of deductions</li> <li>• Identify employee benefits beyond salary</li> </ul>
<b>Financial responsibility</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To be able to assess and manage risk in relation to young people's spending.</li> </ul>
<b>HALF TERM</b>	
<b>Financial responsibility and online safety</b>	<ul style="list-style-type: none"> <li>• Understand the dangers of online gaming to personal safety.</li> <li>• Know the dangers of chance-based transactions (like loot boxes) as precursors to online gambling.</li> <li>• Understand what online gambling is, its effect on young people and how to get help for problems related to it.</li> </ul>
<b>Careers Education</b>	<ul style="list-style-type: none"> <li>• Students understand the pathway they would need to follow to do three possible careers.</li> </ul>

	<ul style="list-style-type: none"><li>• 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).</li></ul>
<b>Preparing to begin GCSES</b>	<ul style="list-style-type: none"><li>• Understand what Year 10 and 11 will be like.</li><li>• Be able to explain what learning behaviours and attitudes are needed for GCSE.</li><li>• Be able to set goals for GCSE years.</li><li>• Be able to articulate the changes needed in their approach to school life and plan ahead to put these changes in place.</li><li>• Articulate intentions for summer catch-up or preparation.</li></ul>