

## DAGENHAM PARK SUBJECT CURRICULUM

<b>Subject</b>	<b>Personal Development Education</b>
<b>Year Group</b>	<b>Year 8</b>
<b>Overview</b>	<b>Pupils in Year 8 continue with their five-year PDE spiral curriculum. Units are sequenced under the following titles Living in the Wider World, Health and Well Being and Relationships. The quality of education in PDE is based on the fundamental vision that we are equipping our pupils with the knowledge, skills and understanding to keep safe and healthy, and preparing them for life and work in modern Britain.</b>
<b>Term by Term</b>	
<b>Autumn Half term 1</b>	<p><b>Relationships</b>  <b>To gain an understanding of the importance in staying mentally healthy and how to boost our mental health and find support when we need it.</b>                      What is mental health?                      What is a mental health illness?                      What are some myths around mental health?                      Why is there stigma and discrimination around mental health?                      What are depression and anxiety?                      What are some healthy and unhealthy coping strategies?                      How can I help a friend?                      What support is available?</p>
<b>Autumn Half term 2</b>	<p><b>Relationships</b>  <b>To appreciate diversity and practice tolerance, understanding and acceptance when it comes to different types of families.</b>                      What does 'family mean'?                      What is a family?                      Are there different types of families?                      How has the concept of family changed over time?                      Are same sex families different?                      Can people who are LGBT be good parents?                      What values are important in a family?                      What is domestic violence in families?                      What are family values and why are they important?                      What support is available?</p>
<b>Spring Half term 1</b>	<p><b>Health and Well Being</b>  <b>To learn how to keep safe and healthy in a sexual relationship.</b>                      How does the media influence body image?                      How can this be damaging to relationships?                      What does positive communication look like in a relationship?                      What is sexting?                      What is sex about?                      What is consent and coercion?                      What are the different methods of contraception?                      What myths are surrounding sex, conception and contraception?                      What support is available?</p>
<b>Spring Half term 2</b>	<p><b>Health and Well Being</b>  <b>To explore and learn how to manage risky situations involving drugs and alcohol.</b>                      What are some of the physical, social, emotional effects of legal and illegal drugs?</p>

	<p>What makes some drugs situations riskier than others?          What should I do / say in risky situations involving drugs and alcohol?          What is alcohol?          How can alcohol be enjoyed responsibly and safely?          What is alcohol abuse?          What are the risks and consequences around alcohol abuse?          What support is available?</p>
<p><b>Summer Half term 1</b></p>	<p><b>Living in the Wider World</b>  <b>What is it like to live in the 'real' world?</b>          How do I keep my money safe?          What are my rights as a consumer?          What sorts of things will I need to budget for in the future?          "The Real Game Series" teaches young people about what it is like to be a grown up          earn money and budget for your family. It is a fun interactive game that can be          taught in classrooms or pupils engage with online.</p>
<p><b>Summer Half term 2</b></p>	<p><b>Living in the Wider World</b>  <b>To explore the importance of having identity and how a lack of is a contributing factor in why people join gangs.</b>          What does identity mean?          What is my multiple identity?          What is community cohesion?          Why is identity, community and belonging important?          Why are some young people vulnerable to joining gangs?          Why do young people choose to carry weapons?          What the physical, emotional and social consequences of using a weapon?          What are county lines? How does county lines affect lives?  <b>Case Studies various Think You Know</b>          Q and A with police support officer.          What support is available?</p>
<p><b>Useful Resources</b></p>	<p><a href="http://www.childline.org.uk">www.childline.org.uk</a>  <a href="http://www.ceop.police.uk">www.ceop.police.uk</a>  <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>  <a href="http://www.bullying.co.uk?cyberbullying">www.bullying.co.uk?cyberbullying</a>  <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>  <a href="http://www.fpa.org.uk">www.fpa.org.uk</a>  <a href="http://www.talktofrank.com">www.talktofrank.com</a>  <a href="http://www.nhs.uk/apps-library/chathealth/">www.nhs.uk/apps-library/chathealth/</a>  <a href="http://www.kudos.cascaid.co.uk/#/">www.kudos.cascaid.co.uk/#/</a></p>