

## Long Term Plans: PDS

### Threshold concepts

THRESHOLD CONCEPT 1 Respectful Relationships	THRESHOLD CONCEPT 2 Being Safe inc. online	THRESHOLD CONCEPT 3 Families	THRESHOLD CONCEPT 4 Substance Abuse	THRESHOLD CONCEPT 5 Physical Health
THRESHOLD CONCEPT 6 Mental Wellbeing	THRESHOLD CONCEPT 7 Puberty / Sexual Health	THRESHOLD CONCEPT 8 Careers	THRESHOLD CONCEPT 9 Finance	THRESHOLD CONCEPT 10 Citizenship

Within our curriculum design, we have carefully considered how to sequence and interleave the threshold concepts within our subjects so that students are able to build and develop secure schema over time. The table below shows how we have mapped our threshold concepts throughout our PDS curriculum.

### Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	TC 1	TC 1	TC 1	TC 1	TC 1 / TC 2	TC 4	TC 4	TC 2	TC 2	TC 2	TC 5	TC 5	
Cycle 1: [Respectful relationships, diversity and inclusion; drugs, alcohol and tobacco; online safety; health and prevention]	Introduction to PDS; academy mission and values My Sentence	Establishing and managing new friendships: What are the characteristics of positive and healthy friendships (inc. online) including trust, respect, honesty, kindness?	Understanding protected characteristics: What are the protected characteristics (Equality Act 2010)? Celebrating the diversity in our school and community and understanding that everyone is unique and equal.	What is racism? How can we recognise, challenge and report racism?	Understanding boundaries: What constitutes sexual harmful behaviour, sexual harassment and sexual abuse?	What are the effects of caffeine, energy drinks, smoking and alcohol on the human body? What are the consequences of addiction?	What are the facts about legal and illegal drugs, their associated risks and consequences of addiction?	How can we stay safe online? Privacy settings. Social media age restrictions and reasons.	What is harmful behaviour online including bullying, abuse and harassment? How and what to report online and face to face.	What are the risks of sharing personal information or images online? (the law). Impact of harm. Where to get support.	What is personal hygiene? The importance of hand washing in minimising the spread of germs. The importance of personal and oral hygiene.	What is the relationship between sleep, health, weight, mood and ability to learn.	End of cycle in class assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 2: [Healthy lifestyles, puberty and the adolescent body, British values, families, staying safe online, personal safety]	TC 2	TC 5	TC 5	TC 7	TC 3	TC 3	TC 10	TC 10	TC 2	TC 2	TC 10	TC 5	
	Personal safety – how do we stay safe on the roads, cycles and public transport?	What makes a healthy lifestyle? Reflecting on my diet and lifestyle.	How can we develop healthy sleeping patterns and why is this important?	What is puberty, and what are the changes in the adolescent body? What are the facts about menstruation?	What are healthy and unhealthy relationships inc. in families? What is the impact on our health?	What are the different types of relationships? Families, parenting, raising children.	What are British values and how are they visible in our society?	What is prejudice and discrimination and how can we challenge it?	Cyberbullying – how can we recognise it? How should we respond?	Cyberbullying What is the law around indecent images of children? Impact of harm. Where to get support?	How do we respond to emergency situations?	How do I give first aid? Basic first aid training, administering CPR, purpose of defibrillators.	End of cycle in class assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 3: [Careers, mental health, citizenship and the role of democracy, financial literacy]	TC 8	TC 8	TC 8	TC 8	TC 8	TC 6	TC 6	TC 6	TC 10	TC 10	TC 10	TC 9	
	What is the difference between universities and apprenticeships?	What different careers are out there?	How can we challenge employment stereotypes?	What are the potential career pathways?	How can we link our subject strengths and careers?	How do we talk about our emotions? Happiness and connectivity to others.	What are the early signs of mental wellbeing concerns?	What are the links between physical exercise, time outdoors and community participation on mental wellbeing and happiness?	What is democracy? What is the political system in the UK and what are the roles of citizens, Parliament and the monarch?	How does Parliament operate, including voting and elections?	How does the justice system work in the UK? What are the roles of the police, courts and tribunals? What liberties do we enjoy as UK citizens?	What are the function and uses of money? Introduction to personal finances – making saving and spending decisions.	End of cycle in class assessment.

Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1: [Respectful relationships, diversity and inclusion; drugs, alcohol and tobacco; online safety; health and prevention]	TC 1	TC 1	TC 1	TC 1	TC 1	TC 4	TC 4	TC 2	TC 2	TC 2	TC 5	TC 5	
	Introduction to PDS; academy mission and values My Sentence	Characteristics of positive relationships: How can we ensure we respect boundaries and privacy in relationships?	Understanding protected characteristics (Equality Act 2010): How can we recognise and challenge stereotypes based on sex, gender, race, sexual orientation, disability? Focus on homophobia and biphobia	What is racism? How can we recognise, challenge and report racism? What are racist micro-aggressions and why do they matter?	Understanding boundaries: What constitutes sexual harmful behaviour, sexual harassment and sexual abuse?	What are the effects of smoking and vaping on the body? What is the law relating to illegal substances? Physical and psychological effects associated with alcohol and drug consumption in adulthood. Dangers of prescribed drugs.	How can we manage negative peer influences in relation to substance abuse? Alcohol and drug use leading to risky sexual behaviour.	What are our rights, responsibilities and opportunities online? How is data generated, collected, shared and used online?	What age restrictions are in place on social media. What are the risks of online gambling and addiction.	Staying safe online. What constitutes indecent images of children and what is the law? What is the impact of viewing harmful content?	Why is organ and blood donation important and how to become a donor? The positive impact of organ donation.	How are vaccines developed? Why do we have vaccines and what are they for? The importance of vaccines for preventative health treatment including HPV.	End of cycle in class assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 1
Cycle 2: [Healthy lifestyles, puberty, contraception and pregnancy, consent, British values, families, staying safe online]	TC 2	TC 5	TC 3	TC 7	TC 7	TC 1	TC 1	TC 10	TC 2	TC 2	TC 2	TC 5	
	Personal safety – how do we stay safe on the roads, cycles and public transport?	Personal hygiene, germs, bacteria, treatment and prevention of infection inc. antibiotics. Immunisation and vaccination.	Celebrating diversity and protected characteristics: How do marriage and families contribute to human happiness?	What are the main changes in males / females during puberty and what are the implications for emotional and physical health?	What are the basic forms of contraception? Facts around pregnancy and miscarriage.	Consent and the law, what are the features of healthy intimate relationships?	What is gender identity? What is sexual orientation?	What are the rights and responsibilities of being a British citizen?	Media reliability: How do we trust online content?	What are the age restrictions for online platforms? What are the harms associated with gambling addiction?	How does the media stereotype body image and how does this affect us?	How do I give first aid? Basic first aid training, administering CPR, purpose of defibrillators.	End of cycle in class assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 3: [Careers, positive mental health, citizenship and justice, budgeting and finance]	<b>TC 8</b>	<b>TC 8</b>	<b>TC 8</b>	<b>TC 8</b>	<b>TC 8</b>	<b>TC 1</b>	<b>TC 6</b>	<b>TC 6</b>	<b>TC 10</b>	<b>TC 10</b>	<b>TC 10</b>	<b>TC 9</b>	
	What are my options in relation to universities and apprenticeships?	Learning more about careers: What is self-employment?	What do Sixth Forms and colleges offer?	What are the essential employability skills? What do I do in an interview? Technique.	What is career progression?	How can group thinking and persuasion be avoided? Identifying trusted human sources of information.	How to recognize the early signs of mental wellbeing concerns? Healthy / unhealthy coping strategies.	What are the myths and stigmas associated with mental health? Common types of mental ill health.	What are the rights and responsibilities of being a British citizen? Why is the right to vote so important and how does voting work?	How does the UK justice system work, including police, courts and tribunals? What are our rights?	How can we be an active British citizen? How do public institutions and voluntary groups contribute to improve our communities?	What is budgeting? How can we plan our spending?	End of cycle in class assessment.

Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1: [Respectful relationships, diversity and inclusion; drugs, alcohol and tobacco; online safety; health and prevention]	TC 1	TC 1	TC 1	TC 1	TC 1	TC 4	TC 4	TC 2	TC 2	TC 2	TC 5	TC 5	
	Introduction to PDS; academy mission and values My Sentence	Characteristics of positive relationships: How do we develop active listening, compromise and communication? In healthy relationships how do we manage conflict, reconciliation and ending relationships?	What are the protected characteristics (Equality Act 2010): How to recognise and challenge stereotypes based on sex, gender, race, sexual orientation, disability? Focus on gender and misogyny.	How can we recognise, challenge and report racism? How can we ensure racism has no place in our community? What are racist micro-aggressions and why do they matter?	Understanding boundaries: What constitutes sexual harmful behaviour, sexual harassment and sexual abuse?	Legal and illegal drugs: What are the associated risks and effects and consequences to physical and mental health? What is the law relating to the supply and possession of illegal substances?	What are the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood?	Impact of social media: How should we manage our online behaviour – what are our rights and responsibilities? How can the internet amplify risks and opportunities?	What are the risks of sharing sexualised images? Recognising online perceptions; where to get support, report material, manage issues; impact of viewing harmful content?	How might pornography present a distorted picture of sexual behaviours? Online risks, removing online media.	Organ and blood donation: what is involved and how to become a donor? The positive impact of organ donation.	What health issues can viruses and bacteria cause? Antibiotics and resistance. The importance of vaccines for preventative health treatment including HPV.	End of cycle in class assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 1
Cycle 2: [Healthy lifestyles, families, contraception, consent, managing risks in the community]	TC 5	TC 5	TC 3	TC 7	TC 7	TC 1	TC 1 / TC 7	TC 1	TC 2 / TC 1	TC 2	TC 2	TC 5	
	How can we balance work, leisure, exercise and sleep? What is the importance of physical exercise, time outdoors, community participation and voluntary activities?	Making informed healthy eating choices – What is the impact on long-term physical health, link of poor diet and inactive lifestyle to cancer, tooth decay and cardiovascular ill-health?	What do positive respectful relationships at home, with family and at school look like? Role of parents, successful parenting; practical steps to improve relationships.	Readiness for sexual activity: What is risky sexual behaviour and how is it linked to alcohol / drug use? What is intimacy without sex?	What are the contraceptive choices, efficacy and options? STI transmission, importance of testing, key treatments	Myths and misconceptions relating to consent. How can I manage sexual pressure?	What is the right to withdraw consent and what is capacity for consent? Where to get confidential reproductive health advice?	What are the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, rape, domestic abuse, forced marriage, FGM?	Managing risks – gangs and gang culture: How can we determine if other children and adults are trustworthy / unsafe / violent / controlling?	How can we keep ourselves safe from knife and gun crime? What are the risks in our community?	What strategies can we use to critically assess media bias? How can we recognise the signs of political extremism? How do we challenge extremist viewpoints?	How do I give first aid? Basic first aid training, administering CPR, purpose of defibrillators.	End of cycle in class assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 3: [Careers, positive mental health, citizenship, financial awareness]	<b>TC 8</b>	<b>TC 8</b>	<b>TC 8</b>	<b>TC 8</b>	<b>TC 8</b>	<b>TC 1</b>	<b>TC 6</b>	<b>TC 6</b>	<b>TC 1</b>	<b>TC 6</b>	<b>TC 10</b>	<b>TC9</b>	
	Exploring university and apprenticeships: What is life like at university or studying on an apprenticeship?	What choices are open to me at Sixth Forms and colleges? What is the difference between academic and vocational courses?	How can I demonstrate my strengths? What is the importance of grit and having a growth vs fixed mindset? Skills for enterprise and employability.	What should I do at an interview? Advice and guidance, scenarios and role play.	What does professional behaviour look like in the workplace? – scenarios.	Active listening, compromise and communication: What are the characteristics of positive, healthy friendships	What is emotional health? Understanding healthy coping strategies.	How do we critically evaluate when something we do has a positive or negative effect on our own and others' mental health?	How do we recognise that happiness is linked to being connected with others? how to develop conflict management skills.	How can we take responsibility for physical and mental health? Talking about emotions, recognising mental ill health, impact of actions on mental health.	How can we be an active British citizen? How we as citizens can work together to improve our communities including volunteering.	Borrowing money: What are loans, mortgages, credit cards and buy now pay later schemes? What are the risks?	End of cycle in class assessment.

Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1: [Respectful relationships, diversity and inclusion; drugs, alcohol and tobacco; online safety; health and prevention]	TC 1	TC 1	TC 1	TC 1	TC 1	TC 4	TC 4	TC 2	TC 2	TC 2	TC 5	TC 5	
	Introduction to PDS; academy mission and values My Sentence	How can we promote inclusion and belonging and ensure we treat others with respect within our communities?	What are the protected characteristics (Equality Act 2010): Equality Act, diversity and values, tolerance of others' beliefs. Addressing racism.	What constitutes criminal behaviours within relationships including domestic abuse, violence, and coercive control?	Recognising harmful sexual behaviour: What constitutes sexual harassment, sexual abuse and sexual violence? Why these are always unacceptable?	What are the effects of smoking, vaping, drugs and alcohol on physical and mental health, what constitutes low risk alcohol consumption for adults?	What are the risks of legal and illegal drugs, possession law, and how can we manage influences in relation to substance abuse?	Body image and stereotypes: how do people curate self-image and life image online? Impact of unhealthy or obsessive comparisons with others online.	Sharing images: what is the law and impact, how to report and where to get support?	How might pornography present a distorted picture of sexual behaviours, negative effects on self-image and sexual behaviour?	Organ and blood donation: what is involved and how to become a donor? The positive impact of organ donation.	Why should teenagers self-examine (testicles, breast, skin, heart rate, body fat, teeth, gums)? Why examination and screening is important throughout life.	End of cycle in class assessment.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 1
Cycle 2: [Healthy lifestyles, stable relationships, sexual relationships and choice, financial literacy]	TC 5	TC 2	TC 3	TC 7	TC 7	TC 7	TC 7 / TC 1	TC 2	TC 9	TC 9	TC 9	TC 9	
	What are healthy coping strategies including physical exercise? How is happiness linked to being connected with others?	What are the similarities and differences between the online and physical world? The impact of unhealthy or obsessive comparisons with others online	Stable relationships: What is marriage? Legal status of other long term relationships.	Sex as part of relationships: What are healthy intimate relationships? Respect, loyalty, trust, shared interests, sex and friendship.	Understanding contraceptive choices: What are the choices in relation to pregnancy including keeping the baby, adoption, abortion and where to get further help including reproductive health advice?	The 'right' time to have sex: relationships, consent and the law. How do we identify and managing sexual pressure including peer pressure and not pressuring others?	What is the impact on health of choices made in sex and relationships? How can drugs and alcohol affect and influence sexual activity?	What is extremism? What is radicalisation? Extremism: case scenarios	Income and expenditure: how can they be balanced? Budgeting and saving.	Credit and debt: What are the features of loans, mortgages, credit cards and buy now pay later schemes? What are the risks?	What are insurance, savings, pensions and other financial products and services and how do they work?	How is public money raised and spent? Where can people get financial advice and support? How can our financial choices affect our mental wellbeing?	End of cycle in class assessment.

Cycle 3: [Career opportunities and exploration, democracy, human rights and being a British citizen]

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
TC 8	TC 6 / TC 2	TC 8	TC 8	TC 8	TC 8	TC 10	TC 10	TC 10	TC 10	TC 10	TC 6	
What are my strengths and interests that could influence career development?	How can we overcome personal challenges? Mental health in the media, and recognising early signs of mental wellbeing concerns.	Careers focus: What careers are available in the NHS?	Careers focus: What is engineering and what opportunities are linked to it?	Careers focus: What career opportunities are available within the media advertising and journalism?	Careers focus: What opportunities are available with the creative arts sector?	What is democracy and what are the key elements of the constitution of the UK (inc. Power of government, role of citizens, free press).	How does the electoral system work in the UK and why does our vote matter?	What are the different forms of government both democratic and non-democratic, beyond the UK? What is the UK's relationship with Europe, the Commonwealth, United Nations and the wider world?	What is meant by human rights and international law? The legal system in the UK, different sources of law and how the law helps society deal with complex problems.	How can we be an active British citizen? How we as citizens can work together to improve our communities including volunteering.	How can I be year 11 ready? Personal goal setting. How do I revise effectively?	End of cycle in class assessment.



Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1: [Respectful relationships, diversity and inclusion; drugs, alcohol and tobacco; online safety; health and prevention]	TC 1	TC 1	TC 1	TC 1	TC 1	TC 4	TC 4	TC 2	TC 2	TC 2	TC 5	TC 5	
	Introduction to PDS; academy mission and values My Sentence	How do I write my personal statement for post 16?	Understanding protected characteristics: How can stereotypes based on sex, gender, race, religion, sexual orientation or disability cause damage?	What constitutes criminal behaviours within relationships including domestic abuse, violence and coercive control?	Recognising harmful sexual behaviour: What constitutes sexual harassment, sexual abuse and sexual violence?	What are the facts about illegal drugs? How can the use of alcohol and drugs can lead to risky sexual behaviour?	Coping through challenges in life, why do adults sometimes use alcohol and drugs including prescription drugs as a coping mechanism?	Media reliability: can online content always be trusted? What are the risks related to gambling, debt, targeting of advertising?	What are the risks of our online behaviour? 'Sexting', difficulty of removing potentially compromising material; how and where to report and get support.	How might pornography present a distorted picture of sexual behaviours, and how might this have negative effects on self-image and sexual behaviour?	What is the science relating to blood, organ and stem cell donation? How can we become a donor?	What is the importance of sleep when preparing for exams? What is the effect of lack of sleep on weight, mood, mental health and ability to learn? How to look after our physical health beyond our teens.	End of cycle in class assessment.