Pate's Grammar School

# Year 7 PDC Curriculum 2026-27

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| Sept/Oct Half term 1 | **Personal wellbeing** | |
| | Identify the three parts of the brain: the amygdala, the hippocampus, and the prefrontal cortex and give a simple definition of each of these parts. | [ ] |
| | Define and describe the difference between mindful and unmindful thoughts and actions. | [ ] |
| | Apply the concept of mindful awareness to own life. | [ ] |
| | Carry out an exercise that combines listening and breathing to calm and focus the mind. | [ ] |
| | Be able to train own attention to specific sounds and identify those sounds. | [ ] |
| | Can focus attention on an object and describe the visual details observed | [ ] |
| | Can monitor own heart rate and exercise control over breathing and heart rate. | [ ] |
| | Can connect mindful balancing to being well balanced in life. | [ ] |
| | Can say why friendship is important and describe reasons why friendships might develop and change over time. | [ ] |
| | Understands some of the challenges of making new friendships while keeping old friendships. | [ ] |
| | Can explain some of the benefits of making new friends and having different types of friends. | [ ] |
| | Knows how to keep friendships safe, positive, and healthy when communicating online. | [ ] |
| | Understand what respectful behaviour is and the right everyone has to be treated with respect. | [ ] |
| | Can explain strategies to respond to or challenge hurtful behaviours and knows how to report worries and where to get support. | [ ] |

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| Nov/Dec Half term 2 | **Citizenship** | |
| | Describe the key features of the House of Lords and the House of Commons | [ ] |
| | Explain what happens in the House of Commons and describe the roles of the Cabinet and the Speaker. | [ ] |
| | Understand that freedom may mean to different groups of people. | [ ] |
| | Suggest and discuss the problems faced by refugees when they are fleeing from danger and identify some of the problems that they may face in a new country. | [ ] |
| | Explain the differences and similarities between a refugee and a migrant | [ ] |
| | Understand what is meant by the term 'stigma' and suggest an effect that the use of certain words can have on people. | [ ] |
| | Explain the impact that negative and dehumanising terms such as 'plague', 'swarm', 'leeches' can have on individuals and suggest how the use of such terms in the media can affect people's perceptions of refugees. | [ ] |
| | Know what a law is and suggest at least one reason why it is important to have laws. | [ ] |
| | Explain the difference between civil and criminal law and describe what happens if someone breaks the law. | [ ] |
| | Know the difference between a Magistrates court and a Crown court. | [ ] |
| Jan/Feb Half term 3 | **Healthy body & mind** | |
| | Can identify the benefits of, and barriers to, making healthier food choices | [ ] |
| | Is able to analyse different influences on someone's food choices | [ ] |
| | Can understand that we all get ill; that's normal – normal covers a huge range. | [ ] |
| | Is able to explain why the biggest influences on our health are non-medical. | [ ] |
| | Can suggest things that we can do to help our bodies maintain or restore better health. | [ ] |
| | Can suggest why people manage illness differently. | [ ] |
| | Is able to describe ways to improve the health of teeth and the mouth | [ ] |
| | Can explain the impact of diet and substance use on dental health | [ ] |
| | Can compare dentistry for health and cosmetic purposes | [ ] |
| | Is able to describe how change, including loss and bereavement, can affect people in different ways | [ ] |
| | Can explain what grief is and how different people might grieve | [ ] |

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| | Is able to identify strategies to help manage change, loss or bereavement and support others who are grieving | [ ] |
| **Feb/Mar Half term 4** | Label human reproductive systems. | [ ] |
| | Describe the changes that occur during puberty and explain why they happen. | [ ] |
| | Understand the role of values and emotions and how they may change during puberty. | [ ] |
| | Identify strategies for managing unwelcome emotions | [ ] |
| | Recognise healthy from unhealthy behaviours, where does 'shipping' fit? | [ ] |
| | **Economic wellbeing** | |
| | Understand that there are different job sectors and can broadly identify which job fits into which sector. | [ ] |
| | Can identify own skills and qualities and suggest areas to develop. | [ ] |
| | Know where to find information about careers that might suit self and understand how to follow the career paths that might lead there. | [ ] |
| **April/May Half term 5** | Understand the meaning of credit and debt. | [ ] |
| | Explain the difference between planned and unplanned borrowing. | [ ] |
| | Suggest how budgeting helps to manage money well. | [ ] |
| | Recognise common frauds and scams and know how to protect from this. | [ ] |
| | **Personal safety** | |
| | Explain the steps of 'RUN HIDE TELL' and when it would be appropriate to use them | [ ] |
| | Explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack | [ ] |
| | Can identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if seen | [ ] |
| | Can assess risk in situations involving inland bodies of water | [ ] |
| | Able to explain how to keep safe or reduce risks around waterways | [ ] |
| | Can describe or demonstrate how to manage peer influence and exit risky situations safely | [ ] |
| | Can describe the effects of prolonged exposure to the sun. | [ ] |
| | Can explain why the body can be damaged by prolonged exposure to the sun. | [ ] |
| | Able to suggest measures that can be taken to prevent damage to the body caused by the sun. | [ ] |

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| Half term 6 | **Drug education** | |
| | Can name and understand what harmful products are in a cigarette | [ ] |
| | Considered a range of viewpoints from people involved in the tobacco industry | [ ] |
| | Formed own opinion about the human impact of the tobacco industry and can summarise personal views | [ ] |
| | Understand the impact of vaping on the body | [ ] |
| **Subject Skills** | | |
| KS3 Strands | In PDC progress will be assessed in the following three strands:<br>1. **Creativity, problem-solving and risk-taking**<br>2. **Meta-cognition and self-reflection**<br>3. **Collaboration, feedback and support** | |