Pate's Grammar School

Year 8 PDC Curriculum 2026-27

		[✓]
Sept/Oct Half term 1	**Health and wellbeing**	
	Name some different blood groups and know that recipients can only receive blood from donors with compatible groups	[ ]
	Explain how blood type compatibility is linked to the role of antigens	[ ]
	Explain why NHSBT needs a constant supply of donors and an increase in donors from some groups and suggest what some of the challenges might be towards meeting the UK's need for blood donations	[ ]
	Identify a range of social factors that can impact upon a person's health	[ ]
	Explain the rights everyone has in relation to health	[ ]
	Suggest examples of actions to address health inequalities	[ ]
	Assess risk in situations involving inland bodies of water	[ ]
	Explain how to keep safe or reduce risks around waterways	[ ]
	Describe or demonstrate how to manage peer influence and exit risky situations safely	[ ]
	Relationships and sex education	
	Describe what is meant by a *boundary* and give examples in every-day life. Distinguish the link between boundaries and respect.	[ ]
	Chart details of class-mates' physical boundaries and draw conclusions from the data	[ ]
	Understand the principles of consent and when consent cannot be given.	[ ]
	Evaluate the positives and negatives of exploring relationships online.	[ ]
	Compare different types of relationships online and describe their impact.	[ ]
	Identify how to get help if worried about anything that's happened online.	[ ]
	Evaluate own perceptions around nude image sharing in groups.	[ ]
	Describe the impact non-consensual nude image sharing might have on a young person.	[ ]
	Identify how to support a young person who is worried about images being shared or who has had their images shared non-consensually.	[ ]
	Understand the possible uses of generative AI and how these may impact people.	[ ]
	Explain how to respond to and report misuses of generative AI and can suggest some of the potential barriers to reporting.	[ ]

Nov/Dec Half term 2	**Careers**	
	Define a 'career' and identify a range of career sectors and jobs that might be of interest	[ ]
	Understand the skills required for different jobs, and the rewards and challenges they may bring in the future	[ ]
	Describe what I'd like my life to look like in the future	[ ]
	Draw connections between own skills, abilities and interests to visualise ideas for own future	[ ]
	Formulate realistic goals for the future	[ ]
	Citizenship	
	Explain the importance of respecting diversity	[ ]
	Assess the impact of media, social media and individual actions on people's attitudes towards diversity	[ ]
	Identify positive actions someone can take to challenge harmful views and promote diversity	[ ]
	Distinguish violent extremism from legitimate behaviours in a democracy	[ ]
	Explain the impact of extremist behaviours on individuals and communities	[ ]
	Analyse strategies to reduce the influence of radicalized and extremist views among peers and within a community	[ ]
	Identify and explain techniques used to engage someone with an extremist group	[ ]
	Explain ways to respond to radicalisation tactics and know how to seek help and support in relation to radicalisation and extremism	[ ]
Jan/Feb Half term 3	**Mental health and wellbeing**	
	Understand the idea of appearance ideals and where pressure to achieve them comes from.	[ ]
	Recognise the pressures caused by trying to match appearance ideals, and the impact this has on everyday lives.	[ ]
	Develop strategies to challenge appearance ideals, resist appearance pressures and build body confidence.	[ ]
	Drugs and alcohol	
	Assess and evaluate your prior knowledge, beliefs and attitudes regarding substance use	[ ]
	Describe the effects of caffeine consumption and you can explain the risks associated with caffeine consumption	[ ]
	Evaluate strategies to reduce caffeine consumption.	[ ]
	Identify a range of risks related to tobacco and e-cigarette use	[ ]
	Analyse a range of potential influences on young people to smoke	[ ]
	Demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes	[ ]

	Explain that most young people your age do not use alcohol and you can analyse the reasons why young people's alcohol use is declining	[ ]
	Describe strategies to manage influences on alcohol use	[ ]
	Describe the effects of alcohol misuse and you can identify sources of support for alcohol misuse	[ ]
	Complete the online *Smashed!* Alcohol education programme	[ ]
Feb/Mar Half term 4	**Relationships and sex education**	
	Understand that some people are treated unfairly because of their characteristics.	[ ]
	Understand what is meant by discrimination.	[ ]
	Identify negative and discriminatory behaviour.	[ ]
	Understand that some people have negative attitudes and what is meant by prejudice and stereotypes.	[ ]
	Recognise own and others stereotypical and prejudicial attitudes.	[ ]
	Be aware of the negative consequences of prejudice and stereotypes.	[ ]
	Demonstrate an understanding and awareness of people with learning disabilities and autism within a diverse society	[ ]
	Recognise disablist language and bullying: how, where and why it happens and the potential physical and emotional impacts of these behaviours on people with learning disabilities and autism and the communities to which they belong	[ ]
	Describe or demonstrate ways of challenging disablist language, bullying, discrimination and prejudice; and I can identify and evaluate steps that have been taken or could be taken in law and in the community, to change attitudes towards and support people with learning disabilities and autism	[ ]
	Distinguish between the L, G, B, Q, and the T of LGBTQ.	[ ]
	Work as a team to produce a news report about an aspect of discrimination. The report should demonstrate an understanding of: 1. What makes a story newsworthy 2. How to analyse and evaluate news stories to check for truth and accuracy 3. Impartiality 4. Your audience	[ ]

April/May Term 5	**Economic wellbeing**	
	Explain how lifestyle choices can impact our finances	[ ]
	Make lifestyle choices based on what is affordable	[ ]
	Understand the impact that these decisions have on future budgeting	[ ]
	Link lifestyle choices to perceptions and unrealistic expectations	[ ]
	Relationships and sex education - Families	
	Explain some of the key features of how the formation of legally binding relationships is regulated in England and Wales.	[ ]
	Identify when a religious ceremony may give rise to a legally binding marriage and when it may be considered a 'non-qualifying ceremony'.	[ ]
	Know how to analyse and challenge misconceptions regarding the common law marriage myth.	[ ]
	Describe the legal rights of couples who are legally married or in a civil partnership.	[ ]
	Analyse the reasons why a couple may or may not choose to marry or have a civil partnership	[ ]
	Explain the consequences of not having a legally binding relationship.	[ ]
	Health	
	Understand what is meant by the term 'dementia', the different types of dementia and the symptoms of dementia.	[ ]
Subject Skills		
KS3 Strands	In PDC progress will be assessed in the following three strands: 1. **Creativity, problem-solving and risk-taking** 2. **Meta-cognition and self-reflection** 3. **Collaboration, feedback and support**	